

CHAPTER I

INTRODUCTION

A. Background of The Study

There are four skills in English language, those are; writing, speaking, reading and listening. In this study the researcher concerns in writing skill. Nunan stated that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into sentences and paragraphs that will be clear to a reader.”¹It is one of the skills which make us able to express our ideas and to deliver the message to the readers.

Hamp-Lyons and Kroll, as quoted by Weigle, Stated that writing is “an act that takes place within a context that accomplishes a particular purpose, appropriately shaped for its intended audience”.²According to the statement above, it is said that written text is able to present an act of communication which can be easily understood and involved the writer and the readers.

According to Carter, writing is a key to get success at school, at work, and in the personal life.³The students need to write well in order to be able to; translate and materialize the ideas and thoughts into accessible documents useful to others and for reporting the work in informative, concise and

¹Nunan, D, *Practical English Language Teaching First Edition*(New York: The McGraw, 2003)

² Weigle, Sara, C, *Assessing Writing*(New York: Cambridge University Press, 2002), 19.

³ Carol Carter, et.al, *Keys to Effective Learning* (London: Person Education Ich, 2002), 3rd Edition, 245.

professional formats. Another important reason is that; when writing a message then sending the message to the readers, it needs to be clear, focused and accurate so as not to be misunderstood, underestimated or ignored. Poor writing; it may lead to misunderstanding of the messages.⁴

Writing skill as statement above is important to learn in the classroom. Chastain stated that “writing is a recognized objective among most language teachers, and such as, it should be emphasized in the classroom. Besides, writing is the most valuable type of practice for developing the morpheme aspects of second-language competence.”⁵

Andrew stated that writing offers opportunities to learn English. He explained that it offers students considerable opportunities to increase their vocabularies, to refine their knowledge of grammar, and to develop their understanding of how things are best expressed and how their message is understood.⁶ Therefore, students should be master in writing skill in order to make their life better and success. Besides, in writing skill they should be master other skill they are; spelling, grammar, vocabulary, and punctuation to make our writing production perfect and clear.

Based on several statements above writing is important for students because writing is one of the skills which make us able to express the ideas

⁴Natilene Bowker, *Academic Writing* (New York: Massey University, 2007), 39

⁵Kenneth Chastain, *Developing Second Language Skills: Theory to Practice*(U.S.A: Rand McNally College Publishing Company, 1976) 2nd Edition, 363-364.

⁶ John Little Adrew, *Writing Student's Book* (Cambridge: Cambridge University Press, 1991), 79.

and to deliver the message to the readers. Also, it is a key to get success at school, at work and in the personal life and many more. Therefore, the students should be master in writing skill. One of the ways in facilitating students in learning writing is by using media.

According to Celce and Olsain, media are tools or physical things used by the teacher to motivate the students by bringing a slice of real life into classroom and presenting language in its more complete communication complex⁷. Media as aid of teaching plays important role in success teaching. Media will offer different situation which will increase students' interest in the lesson. Media can be used to both teachers and students. It gives more detail information and focuses the student on the material and skill that is being taught. The use of media also allows the students to be involved in teaching and learning process. It gives the teachers and students opportunity to do activity together.⁸ Based on explanation above media is important in teaching and learning proces because it can stimulate students in learning and make them more excited to the lesson.

There are many types of media; one of the ways in facilitating students in learning writing is using visual media. It is a type of media is

⁷ Celce, M and Murcia Elite Olsain, Elite, M. *Teaching English as a Second or Foreign Language* (Boston: Thomson Learning Inc, 2001), p. 23.

⁸ Learning Development, *Using Visual Aids* (University of Leicester, 2009), 3

media that can be seen would captivate visual sense eyes mostly and can be formed of pictures, photograph, moving picture or animation and flashcard.⁹

In this research, the researcher uses photographs as media to teach writing descriptive text. Hatcher stated that:

“Teaching with objects and photographs enhances your curriculum in a variety of ways. These materials can engage students who do not always respond to written materials; they can be used to reinforce material covered in other media; they can connect students with their own environment and culture, as well as with other cultures. Teaching with objects and photographs creates a direct, sensory connection between learners and their subjects that result in new levels of interest and attention. Teaching with objects also creates students with higher levels of visual literacy.”¹⁰

In this study, the researcher uses the photographs from *National Geographic* because this website is easy to access and appropriate for students. It appropriate for students because in this website has many categories those are; people and culture, nature and weather, animals, landscapes, travel, underwater and many more. In this study the researcher only focuses and chooses people and culture in order for students not just to learn about language but also learn about different culture around the world. It expected to be able to stimulate students and make them more interested to write descriptive text. The *National Geographic* photographs are considered to be one of the highest-quality photojournalism in the world.¹¹

⁹ Azhar Arsyad, *Media pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2003), 3.

¹⁰ Sarah Hatcher, *Teaching with Objects and Photographs* (Indiana: Exhibit Halls, 2012), 4.

¹¹ <http://photography.nationalgeographic.com/photography/> on Wednesday, 23rd of March 2013 at 6.19 p.m

In this study, the researcher concerns on the descriptive text in teaching writing at eleventh graders of senior high school. Wisnubroto said that generally composition is classified into three models; they are narrative, descriptive, and exposition.¹² According to Oshima and Hogue,

“Descriptive text is a piece of writing about how something (or someone) looks and uses space order. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and or sounds. A good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be “seen” clearly in the mind of the reader”.¹³

The researcher chooses SMA PGRI 2 Bangkalan, because the English teacher claimed that she never used media in teaching writing descriptive text, especially using photographs from *National Geographic*. Therefore, students seem to get bored easily in class and make the lesson is not effective.

The researcher chooses a school in Bangkalan because geographically it is a strategic area. Bangkalan as gateway to Madura should be more prepared to face the changes that brought of Suramadu Bridge. Suramadu Bridge makes the access of Surabaya to Madura easier. Moreover, in Bangkalan many foreign investors will be come to this city and establish many factories. Effective writing is important to applied a job and many more. Therefore, English language is important for them.

The research takes place at SMA PGRI 2 Bangkalan. This school is considered as an appropriate subject of this research since based on the

¹²Wisnubroto Widarso, *Kiat Menulis Dalam Bahasa Inggris* (Yogyakarta: Kanisius, 1996), 46.

¹³ Oshima and Hogue, *Introduction Academic Writing Second Edition* (London: Wesley Longman, 1997) 50.

researcher's preliminary study and information attained from English teacher. Based on the preliminary research, there are some problems found in teaching learning process when teacher gives writing materials to the eleventh graders, the first problem is that the students' writings are less comprehensible, because there are some ideas which are still confusing for the reader, less appropriate with the topic and structure of sentences are not so good.

For those reason, the researcher want to conduct this study to find out the effectiveness of applying photographs from *National Geographic* to improve students' ability in writing descriptive text. There has been a lot of research in the field which focused on writing. Suryana on how teach writing using direct method, showed that using direct method was effective to improve students' writing skill¹⁴. Ayuningtyas and Wulyani also conducted a research, their research focused on the teaching writing narrative text using picture sequences. The result of this study showed good improvements in terms of the students' attitudes and the students' writing product.¹⁵

Students' writing product will be assessed by ESL composition profile.

ESL composition profile is analytic scoring by Jacob. This type of scoring

¹⁴Yayan Suryana (10220609), *Teaching Writing Descriptive Text by Using Direct Method at First Grade Students of SMPN 2 Pedes-Karawang*, (Karawang: English Education Study Program Language And Arts Department Sekolah Tinggi Keguruan Dan Ilmu Pendidikan (STKIP) SiliwangiBandung 2012)

¹⁵Bety Dwi Ayuningtyas and Anik Nunuk Wulyani, *Using Picture Sequences To Improve The Ability Of Eleventh Graders At SMAN 1 Srengat-Blitar In Writing Narrative*, (Blitar: State University of Malang)

very detail and consist of numbers in every component. For further explanation read on chapter 2.

This research will be different from all those research because in this research the researcher focused on the students' ability in writing descriptive text using photographs from *National Geographic*. Therefore, the title is "The Effectiveness of Applying Photographs from *National Geographic* to Improve Students' Ability in Writing Descriptive Text in Eleventh Grade at SMA PGRI 2 Bangkalan". This research conducted to improve students' writing descriptive text. Based on the some statements above that writing skill is important for students especially for their future. It was conducted to know the effectiveness of applying photographs from *National Geographic* to improve students' writing descriptive text. The result of this research expected can be used by both the students and the teacher to improve the teaching and learning process.

B. Statement of Research Problem

Based on the background of the study, the study is directed to applying photographs from *National Geographic* to improve students' ability in writing descriptive text to the eleventh grade of PGRI 2 Bangkalan. Therefore, the problems of the study can be formulated as follows:

1. Do the students who are taught using photographs from *National Geographic* perform better in writing descriptive text than those who are not taught using them?

2. How is the students' response of applying photographs from *National Geographic* in writing descriptive text?

C. Objective of The Study

Derived from the above questions, the study is aimed at:

1. Finding out whether the students taught using photographs from *National Geographic* perform better in writing descriptive text than those who are not taught using them.
2. Describing students' response after they are taught writing descriptive text using photographs from *National Geographic*.

D. Significance of the Study

The researcher expects that the findings of the study will be significant for:

1. The teacher: They will know the effectiveness of applying photographs from *National Geographic* to improve students' ability in writing descriptive text.
2. The readers: They will get information of this strategy (applying photographs from *National Geographic*) that improves students' ability in writing descriptive text.

E. Scope and Limitation of Study

Below the scope and limitation of this research:

1. This research is be implemented to eleventh graders of SMA PGRI 2 Bangkalan.

2. The researcher chooses and emphasizes more on writing skill in writing descriptive text than the other English skills because the students seem have difficulties particularly in this skill.
3. The researcher wants to know the effectiveness of applying photographs from *National Geographic* to improve students' ability in writing descriptive text at eleventh grade of SMA PGRI 2 Bangkalan.

F. Definition of Key Terms

1. Effective is having the desired effect or producing the intended result.¹⁶

Effectiveness (educational) is an output of specific review / analyses that measure (the quality of) the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.¹⁷ According to Sugiono, effectiveness means that effective to improve students' ability through score. If T-value (the result of research) is higher than T-table it means that the treatment is effective.¹⁸

Effectiveness in this study is when the result of experimental group's post-test is better than the result of experimental group pre-test and control group's post-test. In this case the effectiveness to improve

¹⁶Oxford Advanced Learner's Dictionary (Newyork: Oxford University Press) P. 370

¹⁷Vlăsceanu, L., Grünberg, L., and Pârlea, D. *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) Revised and updated edition. ISBN 92-9069-186-7. http://www.cepes.ro/publications/pdf/Glossary_2nd.pdf, accessed 29 January 2011,

¹⁸¹⁸Sugiyono. *Statistika untuk Penelitian*. (Bandung: Alfabeta, 2010).

students' achievement by applying photographs from *National Geographic*.

2. *National Geographic* photograph is an online source which provides photographs with many categories and provide scientific with applying picture, it is appropriate for students.

3. Writing is the one of the skills which makes us able to express our ideas into a text and to deliver the message to the readers.

Meyer explains that writing also an action – a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them.¹⁹

4. Descriptive text is a text that describes the features of someone, something or certain place. Writing descriptive text based on the *National Geographic*. A good description make the reader can imagine the object, place or person in his or her mind.

Wilbur stated that, descriptive writing is “to create a clear picture or impression of person, place or object”.²⁰

5. Response is a spoken or written answer.²¹

Response is participants reaction to a particular treatment.²²

¹⁹Alan Meyers, *Gate away to Academic Writing: Effective Sentences, Paragraph and Essays*(New York: Longman, 2005) , p. 1.

²⁰ Diane, A Wilbur. *Composition: Model and Exercise*, (New York: Harcourt, Brace & World, Inc, 1966), p. 41.

²¹Oxford Advanced Learner's Dictionary (Newyork: Oxford University Press) P. 1000

²² Boyd, HH. *How to Get Respectable Response Rate*, (WI: University of Wisconsin-Extention, 2002)

Response in this study is the students' reaction of applying photographs from *National Geographic* to improve students' ability in writing descriptive text in written answer by giving questionnaire.