

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Globalization has forced people to find other people from various countries. They must have languages in order to communicate with each other. English is the foreign language for us and English is a language used by people around the globe. English has become the dominant language of science, technology, and communication. This statement suggests that everyone would need to have the ability to use English. This realization made many countries bring the teaching of English into their primary subject of education. The example in England, English taught as the primary lesson in the kinder garden. But in Indonesia, English is foreign language which taught since elementary school.<sup>1</sup>

If the student want to have the English ability well to communicate, they need trained with the effective learning. Teaching English as a foreign language (EFL) involves four language skills; listening, reading, speaking and writing. Nowadays, writing plays an essential role in the language teaching learning activities. The writing is the natural outlet for the student's reflection on their

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<sup>1</sup> Kusnadi, C.G, *English Language Teaching and Learning: Teaching to Young Learners in Indonesia*, (Malang: State University of Malang Press, 2004).

speaking and reading expression in their second language. Leki also said that writing is a means of inventing exploring ideas, and gathering information.<sup>2</sup>

Writing ability is important in the process of language learning, because the learners do not only listen to the teachers' explanation or instruction, speak up to respond the teachers or read the books, articles, or others in teaching and learning process, but also the learners should be able to write to balance their skills in learning a foreign language.

In addition, Bryne provided with the following definition of writing: "on one level writing can be said to be act of forming graphic symbols: making mark on a flat surface of some kind, but writing is clearly much more than the production of such symbols.<sup>3</sup> These symbols have to be arranged, according to certain convention to form words, and words have to be arranged to form sentences.<sup>4</sup> To solve the weakness problem of students' writing skill in Indonesia, need the focus of learning process to develop their writing ability. One of the media that can be used to promote students' writing ability is by using pictures. Picture can be used as educational media because they have a lot of advantages. Hamalik mentions the advantages of using pictures: a). pictures are concrete, b). pictures can be used to explain something, c). pictures are cheap and obtainable, d). pictures are easy to use. Pictures can make students stimulated and interested

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<sup>2</sup> Leki, I, *Teaching Second Language Writing, Where We Seem to be English Teaching Forum*, 1991), page. 8

<sup>3</sup> Donn Bryne, *Teaching Writing Skill*. (London: Longman Group Ltd, 1991), Page.1

<sup>4</sup> *ibid.* 1984.

in writing class.<sup>5</sup> A picture not only provides the students with basic material for composition but also stimulates their imagination powers. In the writing process through observing the pictures, students can share and express their idea in writing ability.<sup>6</sup> The purpose of writing in principle is the expression of ideas, the conveying of a message to the readers; so the ideas themselves should arguably be seen as the most important aspects of the writing. On the other hand, the writer needs also to pay some attention to formal aspects: Neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary. Pictures are economical because pictures save time and keep a long explanation to minimum”. It means that by looking at the pictures, the student can directly understand what the words mean.

Here, the researcher practiced the experiment according by the title “The Effect of using Situational Pictures on The Ability of Writing Descriptive Texts of Eleventh Grade Students of SMA Muhammadiyah 1 Gresik” to know the students’ ability in writing descriptive texts using the situational pictures by their own words. Remember the *Scope* English subject Senior High School (SMA/MA) in Indonesia such as:

“Kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta esei berbentuk *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof,*

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<sup>5</sup> Oemar Hamalik, *Media Pendidikan*, (Bandung: Penerbit Alumni, 1986). Page. 81-82

<sup>6</sup> J. B. Heaton, *Writing English Language Test*. (Singapore: Longman, 19979). Page 133

*explanation, discussion, review, public speaking*. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika”.<sup>7</sup>

In this study, the pictures took from internet to promote students' writing ability, because in the internet supplied the fresh pictures from the real life and real situation. The kind of pictures which taken from internet were situational pictures. Moreover, by using situational pictures in internet, the students also get a lot of new information and knowledge. The situational pictures in internet will be used to promote students' ability in writing descriptive texts. Using situational pictures, the students asked to describe the situation around them and they can improve their writing ability in descriptive writing.

## **B. Problem of the Study**

Based on the background presented earlier, this study is aimed at finding the effect of using *situational pictures* on the ability of writing descriptive texts of the eleventh grade students of SMA Muhammadiyah 1 Gresik. The problems of this study can be stated as follows:

1. How is the students' ability of writing descriptive texts before using the *situational pictures* at the eleventh grade of SMA Muhammadiyah 1 Gresik?

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<sup>7</sup> Depdiknas, *Kurikulum 2004 Standrart Kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/MA*. Jakarta: Depdiknas, 2004a.

2. How is the students' ability in writing descriptive texts after using the *situational pictures* at the eleventh grade of SMA Muhammadiyah 1 Gresik?
3. Is there the effect in writing ability between the students who are taught by using *situational pictures* and the students who are not?

### **C. Objective of the Study**

Related to research questions stated above, the objectives of this study are to know:

1. The students' ability of writing descriptive texts before using the *situational pictures* at the eleventh grade of SMA Muhammadiyah 1 Gresik.
2. The students' ability in writing descriptive texts after using the *situational pictures* at the eleventh grade of SMA Muhammadiyah 1 Gresik.
3. Is there or not the effect in writing ability between the students who are taught by using *situational pictures* and the students who are not.

### **D. Significance of the Study**

The researcher conducted this study in order to find an alternative technique to know the effect of using *situational pictures* on the ability of writing descriptive texts and in increasing student's ability in writing descriptive texts of eleventh grade students of SMA Muhammadiyah 1 Gresik. The result of this

study can be used as the reference for the teachers to improve the writing learning, May in some kind of writings and some levels. And also the writer hope to the people, with this result, all of the problem in writing skill weakness in Indonesia can be solved.

#### **E. Scope and Limitation of the Study**

This study will be conducted in Grade XI IPA of SMA Muhammadiyah 1 Gresik at the second semester, academic year 2008-2009. There are 75 students in two classes, XI IPA-3 (37 students) and XI IPA-4 (38 students).

#### **F. Hypothesis**

Hypothesis is statement of the researcher expectation relative to a relationship between variable within the problem. In this study, the hypothesis was there is a significant different in students' ability in writing descriptive text.

#### **G. Definition of the Terms**

In order to avoid understanding of some terms used in this study, the following parts will clarify.

*Picture* refers to some painting, drawing or photograph which seems to see.

*Situational picture* is the picture which shows some of situations or conditions or one of the instruction media which represent the situation of something, such as the situation of place or event. It is expected help the students to write descriptive writing.

*Writing ability* is the ability of the students to produce paragraph or an essay in descriptive form from their own ideas.

*Descriptive* is a text used to give a picture about person, place, and thing in word form the reader.

*Writing descriptive text* is to write a paragraph that describes the condition an object, a place, person, or event based on the situational pictures.