

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In our country, Indonesia, English becomes a foreign language. There are two ways to learn such a foreign language, firstly, through formal way namely learning at school and secondly, through informal ways such as courses. Although they are different, both of them have the same goal which is to master and to have the ability to use the language. English is taught from kindergarten up to university level, and even children before 5 years old learn English as well.

The learning of English should be focused on four language skills; namely listening, speaking, reading and writing. As well, there are some elements to be learnt, such as grammar, pronunciation and vocabulary.

This research will deal with one of those four skills, that is writing. As one of the basic skills, writing should be learnt and taught. Aristoteles (in Tans 2004:48) says that words in writing are the symbols of oral language. Like other skills, this writing needs to be developed. Writing is a skill to communicate the thoughts, feelings, idea or giving information through letters, written sentences, essays, and text.

However, in learning to write problem emerges. Very commonly teachers explain the subject and ask students to write on the available student's worksheet. There is no media in to help student to be inspired to write.

Media is important to attract students attention in teaching learning process. Arsyad (2002:4) states, “Media pembelajaran siswa secara umum adalah komponen sumber belajar atau wahana fisik yang mengandung materi instruksi di lingkungan siswa yang dapat merangsang siswa untuk belajar”. (“In general learning media is the source or material containing some instructional material that can stimulate students to study”). A picture is a valuable resource as it provides a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students.

Picture series may improve if they are used in practice writing. Wright (1997:2) states that the picture series comprise a sequence of pictures closely related to a narrative text. It is expected picture series can stimulate students to write.

Considering the characteristic and the advantages that have been mentioned above, the writer will conduct a research entitled, **“The Effectiveness of Using Picture Series in Writing descriptive text of Eleventh Grade Students of SMAN 4 KUPANG in the Academic Year 2014/2015”**.

1.2 Statement of the Problem

Based on the background described above, the writer would like to formulate the problem statement in the following questions:

1. Do picture series improve students writing skill of descriptive text in the Eleventh Grade students of SMAN 4 KUPANG in the academic year 2014/2015?

2. How far is the improvement of writing skill of descriptive text using picture series reached by Eleventh Grade students of SMAN 4 KUPANG in the academic year of 2014/2015?

1.3 Objectives of the Study

Based on the questions in the statement of the problems, the objectives of the study are as follows:

1. To find out whether picture series improve students writing skill of descriptive text of the Eleventh Grade students of SMAN 4 KUPANG in the academic year 2014/2015?
2. To find out how far pictures series can improve students writing skill of descriptive text of the Eleventh Grade students of SMAN 4 KUPANG in the academic year of 2014/2015.

1.4 Significance of the Study

The result of the study may contribute several benefits for English teacher, students, and other writers. The benefits are:

- a. For the English teacher of the researched school

From the result of the research, the teacher can get more information about the media that can be used in the teaching English in general and writing in particular.

- b. For the students

By using media, especially picture series the students will be more interested in learning English.

c. For the writer

By doing this research the writer will study and know more about writing descriptive text especially in teaching writing descriptive text of using picture series.

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1.5 Scope and Limitation

a. Scope

There are 12 kinds of writing they are: Recount, Report, Discussion, Explanation, Exposition (Analytical), Exposition (Hortatory), New item, Anecdote, Narrative, Procedure, Description and Review

b. Limitation

The limitation of the problem is about improving students writing skills of descriptive text by using picture series of the eleventh grade students of SMAN 4 KUPANG in the academic year 2014/2015.

The writing elements that are going to be evaluated are: grammar, vocabulary and mechanics.

1.6 Definition of Terms

The following are the definitions of the terms that can help the readers to understand the whole body of the study.

1. Effectiveness

This is a measure of the match between stated goals and their achievement. The term “effectiveness” in this study means students can take advantage of learning effectively in using picture series in describing something. Borich (1991; 56) says that an effective teacher is one who had achievement motivated personality with a strong commitment and rich teaching experiences.

Effectiveness in this study refers to the use of picture in teaching writing to the eleventh grade students of SMAN 4 Kupang in the school year 2014/2015.

2. Picture Series

Picture series is likeness of a person, place, thing, or idea on flat surface produced by means of drawing, painting or photography. Shores (1996: 88) In this study, picture series is a technique used to teach writing to the eleventh grade students of SMAN 4 Kupang.

3. Writing

Hyland (2003:9) argues writing as a way of sharing personal meanings and it emphasize on the individual to create his or her view on the topics. The

term “writing” in this study means the activity of students to write a descriptive text according to the picture series which is given before.

4. SMAN 4 KUPANG is a state senior high school located at Jl. Adisucipto, Oesapa – Kupang. It is one of the international standard school.