

## CHAPTER I INTRODUCTION

This chapter describe about the research background, the formulation of the research, the scope of the research, objective of research, significant of research and the last is systematic of writing research.

### A. Background of Research

Education is one of the main factors in building a country for the benefit of the people. In Nasional Education System, it explains that the concepts in the education is process of educational according *UU No 20, 2003*. It must be directed at creating an environment and learning process. According *Djamarah, 2006* in journal an analysis of student' writing skill on descriptive text by *Purnawa sari, Hidayat, Didin*. The learning process is an educational activity. Interaction between teachers and students That is what is called the value of education. The teacher plans learning activities that are realized systematically to support the interests of teaching and learning. Learning is complete process. It can occur in the person's life. And in learning can provide experiences in the future.<sup>1</sup> Therefore, education is not only aimed at achieving learning outcomes, but also to achieve the results of the learning process that occurs in children.

The process and learning outcomes need to be closely related and balanced. Teachers need a way to achieve their learning goals. This type of learning assumes that all students have the same skills. If the situation learning different so the result will be different also. It's the same when students learn a language. Especially in English. According to Ramelan in his 1992 book *Introduction to Linguistic Analysis*. The first foreign language learned in Indonesia is English.<sup>2</sup> According Tarigan Language also reflects a person's way of thinking, that person's skill in speaking in a bright way and clears his mind.<sup>3</sup> Then in learning language there are four skills of language. They are writing, speaking, listening and reading. The four language

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<sup>1</sup> Purnamasari,Dewi, Hidayat, Didin Nuruddin, Kurniawati, Lia. *An Analysis Of Students' Writing Skill On English Descriptive Text*. English Education: Jurnal Tadris Bahasa Inggris Vol. 14.Pg.3

<sup>2</sup> James Irvine-Fortescue. "Notes on temples in the vicinity of the Prambanan Complex". *Asian Affairs*: 2007

<sup>3</sup> Harmer, Jeremy. "*How To Teach Writing Like a Pro*". Printed in China. Produced for the publishers by Stenton Associates.(2010): 3

skills, it can divide them into two main groups. That is, reception and production skills, including listening and reading skills and writing or speaking skills.

In writing foreign language, it is more difficult than reading, listening and speaking aspect. The ability to write in a foreign language, is more complicated than speaking, reading and listening so that many students complain that writing is the most difficult aspect. Writing with many components is very difficult, especially for novice students. In writing students must know grammar, linguistics, mastery in organize of ideas to arrange the paragraph. because there are several reasons in difficulties person in writing. For examples organize of paragraph, diction. Because it is included person's language skill, theory etc. The writing problem is not only students but in community also. Because it is society cliché problem in the writing.<sup>4</sup>

Students get good results in writing, they must know about choosing words, sentence structure, and idea development. So, the students have to do a lot of practice.<sup>5</sup> Learning to write is a very important beginning taught in schools so that students can participate in literacy activities. Without the ability to write correct sentences from an early age, students will have difficulty learning later.

Writing descriptive text is type of genre. The teacher usually teaches the genre for the 1<sup>st</sup> material writing. Because the student can learn about how to describe place, person and anything that they want. The genre is simple text to beginners. More over the student get difficulties. It causes the teacher only explained about theory and how to write descriptive sentence. Teacher not makes new method. It makes the students are bored, not get motivation and cannot remember and explain thing systematically.

Based on journal Genre Based Approach: What and How to Teach and to Learn Writing by Wy Dirgneyasa in Thoreaus's opinion, the genre approach is a type of writing in language style, reading purposes or reader. And base on Dirgeyasa, the student'

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<sup>4</sup>Mawardani, Windi, Salam, Dan Idawati Garim. *Pembelajaran Menulis Teks Deskripsi Siswa Kelas VII Sekolah Menengah Pertama*. Program Studi Pendidikan Bahasa Dan Sastra Indonesia Universitas Negeri Makassar. Jurnal Pembelajaran Bahasa Dan Sastra Indonesia Berada Di Bawah Lisensi Creative Commons Attribution-Noncommercial 4.0 International License. Pg.4

<sup>5</sup> Juldianty. "Peningkatan Keterampilan Menulis Narasi Melalui Penggunaan Media Gambar Seri Siswa Kelas III". Jurnal Pendidikan Dasar Volume 7 Edisi 2 Pg.4

writing deliver to reader about the meaning.<sup>6</sup> So, the reader can understand the text. the descriptive text is included in the genre approach in writing.

The definition of descriptive text is a paragraph describes an object such us person, place, situation etc and make the reader or listener can get ilustrasion of what is being describe. According Salija and Garim, In a literary and educational journal, Sambodja said that there is an easy way write descriptive text writing, using the existing facts. Judging from the phenomenon. So, it is very necessary to using media of learning. And according Sudjana , Each level of education and different disciplines in using learning media depends on the teacher in seeing the condition of their students.<sup>7</sup> The media that is usually used in junior high schools is pictures media. It is type media of visual. For examples using Pictures media photos, picture postcards, taking pictures, and so on. Drawing media can be taken from internet, books, social media, newspaper etc.

Based on preliminarily research from the english teacher at seven grade students at *MTS Al Hidayah Langon Tahunan Jepara. She is Mrs. Erli Tri Wiyastutik, S.Pd. She said that* in learning approaches focused on learning activities. She thinks used pictures media can increase student's understanding level.<sup>8</sup>

It can do in goals that students are more interested in the material being taught and more easily understand what the maple teacher will convey. Lack of interest and motivation of students in participating in learning, especially writing skills can be a trigger for low writing skills. To attract students' interest in composing, it can be done in various ways, one of which is by using the media. Using educational media appropriately and varied can overcome the passive nature of students, generate enthusiasm for students in learning and the learning process runs optimally because the media can help students to develop their ideas form and can trigger their creativity. One of the efforts to improve the skills of writing descriptive essays is to use image media. The role of image media

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<sup>6</sup> Wy. Wlrgayasa. *What and How to Teach and to Learn Writing*. English Language Teaching. Published by Canadianof Science and Education. Vol.9.No.9.(2016): 46

<sup>7</sup> Berutu, Arie Sartika. Novalina Sembiring & Jontra Jusat Pangaribuan. *Teaching Writing Descriptive Text Through Picture Word Inductive Model To The Eighth Grade Students Of Smp Mulia Pratama*. Catholic University of Saint Thomas. Kairos Elt Journal, Vol. 3 No. 3.(2019):2-3

<sup>8</sup> Result of interviewwith Mrs. Erli Tri Widiyastutik, S.Pd on 25 February 2022.

can translate something abstract into something real. students will learn to think logically. Students can easily arrange words into a sentence and arrange sentences into a paragraph so that a complete writing or work is formed. Learning with image media is expected to improve the description in skills of writing at seventh grade students at *MTS Al Hidayah Langon Tahunan Jepara*.

According the paradigm, the teacher's role and method is very important to achieve learning goals. The teachers must be motivated the student. It could be easier and communicative in explain the material. Teachers are expected to increase students' understanding and interest in write aspect especially descriptive texts in English lessons through visual media. Interests can affect learning, thinking, and performance, So, teachers must develop the creativity in learning process until the student feel that English is fun.<sup>9</sup> According the explanation, the teacher must be innovative, make the situation in class comfortable for student. So, the researcher wants to take the title: *"The Implementation of Teaching Writing Descriptive Text Using Pictures Media at Seven Grade of Islamic Junior High School Al Hidayah Langon Tahunan Jepara"*

## **B. Research Scope**

In the problems can get a solution in priliminary research. So, the researcher makes a scope of research problem from the background, as follows:

1. Learning materials that are observed only on written material, especially writing descriptive essays.
2. English lessons for seventh grade students of *MTS AL Hidayah Langon, Jepara*.
3. The research use pictures media to writing descriptive text.

## **C. Research Problems**

Based on the background that previous explained, the researcher formulated several problems:

1. How is the implementation of pictures as media in teaching writing descriptive text?
2. What are supporting and obstacle factors in the learning process to writing descriptive text using pictures media?
3. What are the student's results of the learning process to write descriptive text using pictures media?

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<sup>9</sup> Madehang. "Teaching Writing Descriptive Text Through Collaborative Learning". *Iain Palopopo*.(2017):6

#### D. Research Objective

1. To explore teachers' implementation in teaching writing descriptive paragraph through pictures media.
2. To identify the supporting and obstacle factors in learning process in writing descriptive text using pictures media.
3. To describe learning process result in teaching writing descriptive text using pictures media.

#### E. Research Significances

1. Students

It will help them to know the ability and difficulties in writing descriptive text. So, they can learn more in English learning, especially writing.

2. Teacher

It can be reference for teacher how teaching writing descriptive text using pictures media and giving motivate to teacher in create innovation in learning process.

3. Researcher

It will help the researcher to get knowledge and experience about her study and it can useful later.

4. For the next researcher

The result of this research is expected to be used as a reference for the next researchers who are interested in similar research to be discussed more deeply.

#### F. Definition of Key Terms

Teaching is learning activity that jointly cultivated by the teacher and students. This teaching is designed to be a systematic and thorough teacher to implement it with appropriate teaching methods and techniques, guide, encourage and motivate students to take the initiative to learn, in order to acquire knowledge of knowledge and master the necessary skills.

According Suramiharja in Andri Wicaksono said writing is ability of person to describe the graphic symbols to understanding by authors or others. It can see the goal of writing is make the reader understanding from symbol that having similarities to the language used. It is mean that writing is a way to communication *Descriptive Text Pictures Media Junior High School*.

Base on Journal teaching writing descriptive text with collaborative learning by Madehang, Thomas S. Kane said descriptive text is how the something looks, sound and taste. It is similar to Artono Wadiman said the descriptive text is to describe

people, place or thing. In writing, descriptive text is process to creating to visual image from words. Descriptive recreates impression of sense to word from taste, smell, sound, look and emotion.<sup>10</sup>

## G. Organization of Thesis

### 1. The Supporting Pages

This part includes title and cover, page of approval, page of statement of work's originally, abstract, *abstrak*, motto, page of dedication, acknowledgments, preface, table of contents, list of tables and list of appendices.

### 2. The Body Page

In this part, there are five chapters. The chapters are related to each other. In the part describe outline consist in five chapters. The five chapters are:

In Chapter I is Introduction. The chapter describes the base of research. They are background of research, questions of research, scope of research, research objectives, significances of research and systematic of thesis.

In Chapter II is review of related literature. In this chapter, there are theoretical description, theoretical framework, review of previous study.

Chapter III is research methodology. This chapter will describe the research method, research sample, research setting, research subject, instrument and data collection technique, research data validity, data analysis technique, research ethical considerations.

Chapter IV is research finding and discussion. In this part there are two points. They are research result and discussion.

Chapter V is conclusions, implications and recommendations. As the final chapter will briefly present the conclusions and implications obtained from the discussion and also contain recommendations for future research and current practice.

### 3. The Closing Page

In the part includes references of research, appendices, and curriculum vitae of researcher.

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<sup>10</sup> Prasetyo Hariyadi, Wennyta, Nurul Fitri, "An Analysis of Students' Ability in Writing Descriptive Text at The Tenth Grade Students of SMAN 11 Jambi Academic Year 2017/2018", Journal of English Language teaching, Vol 2 No. 2 Tahun 2018, diakses 21 Desember 2021, [\\*24-107-1-PB.pdf](#)