

CHAPTER 1

INTRODUCTION

A. Background of The Study

Language as a tool of communication can not be separated in our lives. Since we were children, moreover since were a baby – language was heard to us. The meaning of language depends on where it occurs with in a large stretch of discourse.¹ Language also has function, which is to achieve a purpose when they say or write something.² By performing the function, they are performing an act of communication. If they apologise, they are performing the function of apologising, if you they promise you are performing the function of promising. But function are more often performed without using verb like this at all.

English is used in almost every part of the world. It is important to learn. Therefore, many countries offer English as their lesson in schools to be learned by their student, whether in elementary schools, secondary schools or even kindergarten. In Indonesia, English is an obligatory subject in junior and senior high schools, it also becomes one of subjects tested in National Examination (Ujian Nasional). As in *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 pasal 70 ayat 3*, “pada jenjang SMA/MA/SMPLB, atau bentuk lain yang sederajat, Ujian Nasional

¹ Jeremy Harner, *How to Teach English* (Essex: Pearson Education Limited. 2007), 59.

² Jeremy Harner, *How to Teach English*, 76.

mencakup pelajaran bahasa indonesia, bahasa inggris Matematika dan Ilmu Pengetahuan Alam”. Therefore, all of students need and learn English to achieve academic purposes. One of the academic purposes is to understand English texts and also to communicate when it is needed.

One of the ways of communication is writing and students are asked to master this skill as it is a tool to be used to assess their knowledge. Writing is one of the productive skills which have to be taught to students in schools in Indonesia based on the standard curriculum. The tasks which teachers usually give for the English subject are mostly in written form, for example making dialogues, paragraphs, answering essay tests, etc., therefore writing ability is important.³ Students are demanded to master aspects of writing – content, structure and diction, in producing good writing.⁴ Readers of English text also expect a clear topic sentence and a unified paragraph that deals with one idea, so the writers are asked to achieve unity, to achieve coherence and to achieve concrete details in their texts.⁵ In fact, we can find some students in Indonesia who have difficulties to write in English and do some errors because of the difference between the two languages, both in structure, spelling and lexical meaning.⁶ Besides, they lack of vocabularies to write although they have their main idea but they should

³ Dorothy E. Zemach and Carol Islam, *Writing in paragraphs* (MacMillan, 2005), iv.

⁴ Giyanto, *Improving Students' Writing Skill On Recount Text Using Questioning Technique And Facebook Media* (Surakarta: Sebelas Maret University, 2011), 18.

⁵ Donald Pharr and Santi V. Buscemi, *Writing Today* (New York: McGraw Hill Companies, 2005), 63.

⁶ Hayati, *An Analysis Gramatical errors in the students' Recount Text Writing* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2012), 1.

write about their own experience as in recount text – one of kinds of thought in Indonesia.

Kind of text in Indonesia such as report, describe, procedure, narrative and recount are though and stated in curriculum as part of English Lesson students should master. Recount as one of kinds of text thought in school is usually practiced by writing self experience in past time but students are seldom provided to use media. They usually learn upon their memory about the event. It can limit their vocabularies to put in text, therefore they can only write short text of recount. Therefore, they need interesting media, such as picture, to support their writing.

Picture is one of media which is usually used and it can be provided easily by teachers. The examples of picture are painting, sketch, photo, etc. Picture usually used is photo because it reminds and tells students about what happened at that time. Teachers are asked to use all of possible media to help students studying easily and fun. Picture is one of useful media to make it fun and easy because it can help them to build their ideas, to make cohesive and systematic sentence and to use more vocabularies based on the them give because some of students are lack of vocabularies, and this is one of the causes feel difficult to speaking and writing.⁷ Picture also gives imagination to build their ideas based on the picture they see. As the writer's experience, some students feel difficult in writing due to some factors.

⁷ Dewi Awaliah, *The Effectiveness of picture Series Towards Students' Writing Skill in Narrative* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2014), 2.

Based on the problem and explanation above, the focus of this research can be stated to find that picture as one of media is effective to improve students' writing of recount text. Therefore, this research will be conducted by the title.

The Effectiveness of Using Picture on Students' Writing of Recount Text

(A Quasi-Experiemental Research at the Eight Grade students of MTs Ar-Ridho)

B. Identification of the Problem

Based on the object which was investigated in writing recount text, some problems were identified:

1. Student have less interest in writing.
2. Students usually feel confused how start writing.
3. Students lack of vocabulary.

C. Limitation of the Study

Based on the identification of problem, the study was focused on the effectiveness of using pictures on students' writing of recount text of the eight grade students of MTs Ar-Ridho.

D. Statment of the Problem

As the limitation stated, the problem of this study could be formulated as:

1. Was effectiveness of using picture on students writing recount text for eight grade MTs Ar-Ridho?

2. How is students writing recount text?

E. Purpose of the Study

Based on the formulation of the problem, the purpose of the study was to know the effectiveness of using picture on students' writing of recount text at the eight grade students, teachers and further research.

F. Significance of the Study

By conduction this study, some significances could be expected in contribution for students, teachers and further research.

This study will help them to use adopt creative way in learning English especially in writing recount, so that they can write easily and fun. Teachers.

This study will give them information that picture can be usefull to help students in writing so teachers can use it and make it more attractiving improving students recount writing skill. Teachers can also use other visual aids or media in writing recount, both in learning and teaching writing.