

CHAPTER I

INTRODUCTION

A. Background Of The Study

English learning is very important, because some of the countries use English as their mother tongue. According to Harmer “Many People learn English because they think it will be useful in some way for International communication”. Beside that, English has a function not only As a universal language but also as a tool to communicate in oral and Write from to understand, get information, knowledge technology and Culture. As we know, English has for basic skills, including reading, Listening, speaking, and writing. Therefor, writing is one of skill that Should be mastered by people.¹

Writing is not just about conveying ‘content’ but also about the representation of self. One of the reasons people find writing difficult is that they do not feel comfortable with the ‘me’ they are portraying in their writing. Academic writing in particular often poses a conflict of identity for students in higher education, because the ‘self’ which is inscribed in academic discourse feels alien to them.²

English is a tool to communicate verbally and in writing. Communication is understanding and expressing information, thoghts, feelings, and develop science, technology and culture. Ability to communicate nication in the full sense is the ability to discourse, namely the ability to ladies understand and or produce spoken and or written texts that

¹ Kane, T. S. 2000. *The Oxford Essential Guide to Writting*. New York: Oxford University Press, Inc. 4.

² John Benjamins. *Writting And Identy (The dicoursal constrution of identity in academic writting)* Lancaster University : March 1998

are realized in four language skills, namely listening, speaking, learning read and write. These four skills are used to respond or creating discourse in social life. Therefore, eyes English lessons are directed at developing skills, this program is for graduates to be able to communicate and talk in languages English at a certain level of literacy.³

The students difficulties commonly emerge in their writing skill. They consider that writing is more complicated than other skills. Writing is not just a product; it is a process as well. There must be some processes to make a good written product. The students need to be able to produce a text in regard to content, organization, vocabulary use, grammatical use, and mechanical considerations suc as; spelling and punctuation.

The students difficulties in writing can be seen from their product. The difficulties are related to their ability in organizing a paragraph. They do not have enough vocabularies to arrange the sentences into a paragraph. They do not have enough vocabularies to arrange the sentences into a pragraph. The other difficulties come from the lack of ability in mastering grammar. Those difficulties may emerge due to the differences between indonesian and Engsih. Such difficulties should be everycome in order to optimize the teaching and learning process. There are four english basic skills, namely: listening, speaking, and writting. Commonly writting is founded as the hardest skill to be mastered particularly by the students of senior high school. In fact, most of them complain in doing writting activity. Their ability in completing writing task is still unsatisfactory. It can be seen from some of students' writing. Some of them are having problem in presenting their idea into piece of paper. Prewriting, organization, grammar and mechanics, and sentence structure are detected as their common problems.

³ Badan Standar Nasional Pendidikan *Standar Kompetensi dan Kompetensi Dasar* untuk SMP/MTs (Jakarta : 2006)

Writing is a productive skill that needs various competencies such as linguistic, sociolinguistic, and discourse knowledge as well as knowledge about language use like grammar, structure and vocabulary. Since writing has always been regarded as a difficult skill, teacher of English Writing Skills accept that student's writing abilities may not reach a satisfactory level. They have attempted to deal with student errors. Therefore, simply writing students' work, pointing out errors and giving feedback by teacher might not be enough to help students improve their writing ability.⁴

There are four language skills that must be mastered by the students. There are listening, speaking, reading and writing. Each of the language skills has a relationship each other. In order to mastering writing, for example, we also should master thtrr of them.

Learning to write is not the same as learning to speak which can be acquired subconsciously. Writing is a complex process that involves a range of skills and tasks because by writing students need frequent opportunities to write and to apply the stages of the writing process, each of which focuses on specific tasks.

Descriptive writing is one of the writing texts. Descriptive writing is taught by teacher in order to make students know how to describe themselves and their surrounding although it is still in a simple way.

Allen stated that the teaching of English to the beginner should need the techniques to make the English lesson more exiting. Based on the statement above, the teachers are expected to be imaginative and creative in developing their teaching techniques.⁵

⁴ AA Qonaatun, "The Effectiveness Of Using Picture In Teaching Writing", Loquen English Studies journal vol. 9 No. 2/July-Desember/2016

⁵ Sofia Winda Nur Fitriani, The Effectiveness Of Using Picture In Writing Descriptive Text To The Eight Grade Students Of Junior High School, (Skripsi, State University Semarang)

Related to the case above, teaching writing must be use media that can be a solution to solve those problems. One of them is the use of picture. A picture is one of visual aids commonly used to make the teachers' explanation clearer. Using picture in the teaching-learning process enables the teachers to attract the students' attention in the teaching and learning process and motivate them as well.

Based that writer explains above, the writer is interested in conducting a research entitle : "The Effectiveness Of Animal Images To Improve Writing Skills Of Descriptive Text In ELT". It is an Experimental research that will be conducted at the second grade of MTS Al-Mubarak Serang.

B. Identification of the Problems

Based on the explanation above, the writer find a problem identification there are :

1. The students still have difficulties in learning writing
2. The students have low interest in learning especially in descriptive text
3. The students are still confused to use vocabulary in writing

C. Limitation of the Problem

Based the writer explains, the writer has a limited problem for the research, namely :

1. The researcher uses descriptive text as material.
2. The application of using animal images media of students writing

D. Research Questions

Based the writer explains above, the writer has research questions of the problem fo thiss research there are :

1. How is the application of teaching learning writing descriptive text through animal images in ELT?
2. How is the effectiveness of animal images in students descriptive text writing skill?

E. The aims of The Study

Based that writer explain above, the writer has the aims of the study for this research there are :

1. To find out the students ability in writing descriptive text who are taught using animal images.
2. To find out the students ability in writing descriptive text without using animal images.

E. Significant of The Study

Reseachr hope that this research can provide some benefits:

a) For students

- 1) Improve students writing ability
- 2) Make students more understanding about descriptive text

b) For teacher

- 1) Get information about teaching methods and learning media

2) To get a new strategy to teaching writing

c) For research

- 1) Knowing the effectiveness of animal images media as a media to improve students' ability in writing descriptive text
- 2) Knowing the advantage of using animal images media in learning
- 3) Knowing students' writing ability in the classroom

F. Assumption Hypothesis of the Research

1. Assumption

The writer assumes there are significance differences between the result of effective writing skill using animal images and without animal images technique.

2. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment.⁶ The hypothesis of study could be stated as followed :

- a. The experimental hypothesis (H_a) : there is significant effectiveness of animal images on students' writing descriptive text.
- b. The null hypothesis (H_o) : there is no significant effectiveness of animal images on students' writing descriptive text.

⁶ David Nunan, *Research Methods in Language Learning*, (USA : Cambridge University Press, 1992), 230.

G. The Previous of Study

The reseacrher found some previous studies related with the effectiveness of animal images to improve witing skill in descriptive text. Those previous studies have different area from skill or method. Those previous studies are :

1. Effective Of Picture Series Toward Students' Descriptive Writing Skill.

The objective of this study are to find out the significant effect of the use picture series students' descriptive writing skill and the students' responses toward using picture series in writing descriptive text. This reseacrh used quantitative method with quasi experimental design. The target population and sample of this study was the tenth grade of students at private senior high school in Karawang that consist of 60 students. In this research, written test was administered as an instrument for both experimental and control groups and the administrating of questionnaires given to an experimental group. To answer the first research problem, the data from written test were analyzed using independent t-test. To result of data was of $t\text{-observed}=2.037$ and $t\text{-tbale}=2.00$ with the standard of significance 0.05. It means that $t\text{-observed}$ was higher than the $t\text{-table}$ ($2.037>2.00$). Moreeover, the rsult indicated that picture series media significantly was effective toward students' descriptive writing skill. Based on the result of questionnaire, it can be explained that most of the students had positive responses in learning writng of descriptive text by using picture series media and they were felt enjoyalbe and interested series to use pictures in learning writing descriptive text.⁷

⁷ Nina Puspitaloka, *The Effect Of Picture Series Toward Students' Descriptive writing Skill* (university of singaperbangsa Karawang). November 2016.

2. Improving Students Writing Skill Of Descriptive Text By Using Picture

The purpose of the research is to investigate whether or not pictures can improve students writing skill and class condition. The subject of the reaserch is students of class VIII A in SMPN5 Kebumen. The method of the research is a classroom action research. This research was conducted in two cycles. Each cycle consisted of four steps: planning, action, observation, and reflection. To collect the qualitative data, the researcher used field notes, photograph and interview. To collect the quantitative data, the researcher conducted tests. The tests were pre-test and posttests. To analyze the qualitative data, the researcher used interactive model data analysis. For the quantitative data, the researcher analyzed the mean scores of the tests to compare differences between pre-test and post-test. The result of the research shows the teaching writing skill by using pictures could improve the students writing skill and the class condition. The improvements of the mean scores showed that there was an improvement on the students writing skill. The students mean score of pre-test is 51.15, it improves up-to 57.79 in the post-test and up to 60.82 in the post-test II. Therefore, it could be concluded that teaching writing skill by using picture could improve the students writing skill.⁸

3. The Effectiveness Of Using Picture Writing Of Descriptive Text

The study is about the effectiveness of pictures as teaching aids in improving descrtive writing skill of the eighth grade of SMP Negeri 26 Semarang in the academic year of 2008-2009. The objective of this research is to examine to what extent pictures as teaching aids can be applied

⁸ Nasir, Akhmad M., et al. "Improving Students' Writing Skill of Descriptive Text by Using Picture." *English Education: Jurnal Pendidikan Bahasa Inggris Universitas Sebelas Maret*, vol.2, No.3, 2014.

effectively in the teaching of writing a descriptive paragraph. The population of the research was the eighth grade students. The research methodology was an experiment research, which was conducted in two classes, the experimental (VIII A) and control class (VIII B) as the sample. The VIII A was taught by using pictures, while the VIII B class was not by using pictures. The writer gave writing test to gather the data. The test had been tried out before it was used. The main purpose of conducting the try-out was to find out the validity, reliability, difficulty level and discriminating power. The technique used in analyzing the data was t-test formula. It was used to determine whether there was a significance difference between the means of the experimental and control group. The mean of pre-test of the experimental group is 68 and control group is 69.4. The mean of post-test of the experimental group is 82.33 and control group is 76.06. The obtained t-test is 4.816, whereas the t-table is 2.00 for $\alpha = 5\%$. The t-test value is higher than the t-test table ($4.816 > 2.00$). Based on the result, pictures are effective as media in improving descriptive writing skill in SMPN 26 Semarang. Finally, the writer suggests to the teachers that they should use pictures as one of the media in teaching descriptive writing.⁹

Based on the previous studies above, there are some differences, the writer uses writing skill, uses descriptive text in process of learning writing to make students easy to determine main idea, and the authors have different methods even though they explain the same material about the description, and use different media. And then there is a different method in the second previous study with this research. Those research was conducted in two cycles, and that research used quantitative and qualitative to collect the data.

⁹ Winda, Sofia Nur F. "The Effectiveness Of Using Pictures In Writing Descriptive Text to The Eight Grade Students Of Junior High School." (Semarang State University). 2009

There is a similarity with this research which lies in the research material, and the similarity of methods control group, using the same research and methods, using quantitative method.

And then in this title about “The Effectiveness of Animal Images to Improve Writing Skill of Descriptive Text in ELT. The writer focus on the effectiveness of the media taught in descriptive text material in teaching english to students who will be taught or researched, and focus on data collection using tests, pre-test, post-test, and observation. And using quantitative methods for data collection, and researchers only involve and observe students as a sample not researching teachers.

H. The Organization of Writing

The paper in consisting of five chapters as follows:

The first chapter discussed about the introduction that concludes about the background of study, the identification of the problems, the limitation of the problem, the statement of the problem, the assumption hypothesis of the research, the significant of the study, the previous study, and the organization of writing.

The second chapter explains of theoretical framework there are, the definition of writing, the writing process, the types of writing, the types of writing performance, the characteristics of good writing, the definition of descriptive text, the definition of media, advantages of animal images, definition of animal, the definition image or picture.

The third chapter discusses about methodology of research that consist the research method, population and sample, place and time, instrument, and technique of data collecting.

The fourth chapter is research finding, it includes description of research and interpretation.

The fifth chapter contains conclusion and suggestion.