

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the Study**

Humans are social beings who always need of language to interact with others. Without language, human can not interact smoothly in accordance with what is expected. Nowadays, English is one of the important languages in the world as means of first language, second language or as a lingua franca for Indonesia especially in communication with other country which has different language in the world. Harmer said that English was already becoming a genuine lingua Franca; it is a widely used language for communication with everyone or can also be called with second language (2007: 13)

English language skills are needed in the work field. Every company needs employee or someone who can speak English. Besides in the work field, English is also required in education. Therefore, English is taught from Pre School or kindergarten until collage. English language skills can also facilitate everyone in continuing study aboard. Actually, learning English is not difficult but it's needed to practice as much as possible. Learning English can be started with practice listening, reading, writing and speaking.

Derived from the above, especially in junior high school is very important to be implemented in schools. Besides as a main subject, in Indonesia English is also given as extracurricular subject. Curriculum Implementation of local content is a concept that emphasis on the content and delivery of media associated with environmental natural, social, and cultural environment and the

needs of the region, whereas students in the region must learn it. Therefore, Students can understand the form of a set of competencies.

Therefore, it can be concluded that the Local content is a subject that should be developed essentially Competency Standards. The purpose of local content is to harmonize the materials provided to students in accordance with the conditions of their environment, optimize simultaneously instilling local cultural values to students with cultural expectations and the development of the area will be developed and positive impact on the progress of the development of national education.

English as extra curricular, extracurricular are activities conducted students at school but outside the standard hours of study curriculum. These activities are already widely applied by Junior High School students. Extracurricular activities intended for students to develop personality, talents, and abilities in various fields, especially for English language learning. Extracurricular aims to develop talent, personality, achievement and creativity of students in order to develop the whole student education especially in learning English.

Language is a set of skills. There are two kind skills in English learning, it is a notion of receptive skills (reading and listening) and productive skills (speaking and writing). Receptive Skills are listening and reading. Because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills.

The students can be contrasted with the productive or active skills of speaking and writing. Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to

productive use; it is writing and speaking. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another.

Among four skills in English learning, writing is one of the learning requirements for students to be successful in reviewing their study. Writing in English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English. Many of the learners especially the junior level, consider that writing English language is an activity that is difficult, because writing in English language involves the organization of thoughts and feelings.

In writing, students declare their thoughts in a sentence therefore most of the students are still confused to start writing because they do not know how to express their ideas in a written form. Students have already learned other skills before, such as skills in reading. Which led the learners difficult for expressing ideas, imagination and ideas in writing is because they rarely practice so that they worry if results of their writing wrong. Things like that make a lot of them often feel bored and also currently do not have the spirit to follow the lessons in English writing class.

One of the factors that caused the failure is the lack of efforts to raise the internal motivation of teachers on students so that they have a sense of love to write. Richards (2002:306) state that now there are many teachers who actually do not feel completely comfortable with writing in English. It is a huge problem for the students. Due to the professionalism of a highly influential teacher with student success. Thus, it is important for teachers of English learners to minimize

the problem, namely the growing sense of love to write, help students express them through writing.

Modifying and repairing their way in the teaching of writing in order to achieve good quality in mastering writing skills. Adds some notes relating to the role of teacher in classroom, Harmer in his book, "Teaching English Language" (2007: 329); whatever the reason, the task of a teacher is to help students develop the habit of writing. Teachers are able to make students enthusiastic to practice writing, and make students feel comfortable following the writing task as they perform other tasks.

Teachers are also able to change the students' thinking about the difficulties in writing and can convincing them that writing is a written language that is easy. A professional teacher is someone who can help any difficulties faced by students. For example, the difficulties in writing, teacher can provide training to write any time even when there is no writing class. Teachers can train students to write not only in the classroom, but can also outside the classroom.

One of successful writing proficiency is descriptions. Besides as proficiency in writing, Learn descriptive text make students more proficient in making the paragraphs based on experiences related to the senses. According Heard in this book "Advanced writing" (2013:69); Descriptive paragraph is a paragraph that is created with the aim of describing something and looks like the real physical explanation. Besides that, descriptive text also describes the features of someone, something, or a certain place. The descriptive texts to describe something that can make it seem attractive or not attractive, cheerful or gloomy, friendly or unfriendly, not ordinary or commonplace, etc.

Media composite picture are the most common media used in teaching writing. The media is the most common language, which can be understood and enjoyed everywhere. There is a Chinese proverb says that a picture speaks more than a thousand words. It has meaning that the picture is an illustration that provides understanding and explanation of the vast and complete than we just read and feed clarity on an issue because it is more concrete (real).

Composite picture are two-dimensional visual media in the field are not transparent. By using the media, teachers can develop materials that can make classes more fun and the students will be motivated to learn. Related to this, the writer will focus on picture as a medium for learning to write in English, especially in writing a text description.

The most important, writing descriptive paragraphs must be clear so that readers can understand the content of the students' writing. For convenience, students can begin to find a topic, learn the topic and then start to write. The writer is interested in conducting a research dealing with writing descriptive text by using a media composite picture. The use of composite picture is expected to give provide insight for the student in writing descriptive text. The research is entitled "The Implementation composite picture to teach writing descriptive text in the eighth graders of Muhammadiyah 6 Junior High School at Krian".

## **1.2 Statement of the problem**

Based on the background of the study above, the writer presents three problems concerning the use of composite picture in teaching writing descriptive text. These three problems are:

- 1.2.1 What kind of composite pictures are used to teach writing descriptive text to the eight graders of Muhammadiyah 6 junior high school at Krian?
- 1.2.2 How does the teacher implement composite pictures to teach writing descriptive text to the eighth graders of Muhammadiyah 6 junior high school at Krian?
- 1.2.3 How are the students' responses toward the use of composite picture to teach writing descriptive text to the eighth graders of Muhammadiyah 6 junior high school at Krian?

### **1.3 Objectives of the study**

Objectives of the study are expected to answer each of the research questions. There are three the objectives of the study are to describe the teaching and learning process in teaching writing to the 8<sup>th</sup> grade students of Junior High School are as follows:

- 1.3.1 To describe kind of composite pictures used to teach writing descriptive text in the eight Graders of Muhammadiyah 6 junior high school at Krian.
- 1.3.2 To describe the teacher implementation composite picture to teach writing descriptive text in the eight graders of Muhammadiyah 6 junior high school at Krian.
- 1.3.3 To describe the students' responses toward the use composite picture to teach writing descriptive text to the eighth graders of Muhammadiyah 6 junior high school at Krian.

#### **1.4 Scope and Limitation**

Based on the title, the scope of this study is teaching writing descriptive text then the writer limits her study to describe the implementation of composite pictures to teach writing descriptive text in the eight graders of Muhammadiyah 6 junior high school at Krian.

#### **1.5 Significance of the study**

This study conducts to provide some benefits to the teaching and learning environment, including teachers and learners. For Teachers, it can be a reference in the teaching of writing, especially in the eight grade high school students. Moreover, these studies can also help the learners in writing descriptive text through a media composite picture. A composite picture also helps learners to find an idea of what will they write especially in writing descriptive text. Researchers expect that learners can develop their writing skills that are originally in the sense of a very difficult and tedious.

#### **1.6 Definition of Key Term**

##### **1.6.1 Teaching**

According to the *Cambridge International Dictionary of English*, teaching is an activity giving knowledge to someone; while *the Longman Dictionary of Contemporary English* states that teaching is demonstrated how a person to do something or to change their ideas (as cited in Harmer, 2002: 56).

### 1.6.2 Writing

Hadfield in *Introduction to teaching English* states “Writing is a skill that is difficult for many students. The reason is that writing should be studied, in contrast to the speech, which acquired in the mother tongue as part of child’s normal development.” (2009:116).

### 1.6.3 Descriptive Text

James Heard, M.Ed and Ted Tucker, M.Ed (2013:70) state that “ The descriptive text paragraph processes used when explaining something like how to do something, how something is done, or how things work”

### 1.6.4 Composite Picture

Composite picture is a picture that shows a scene which in the picture there are a number of people who can be seen doing something (Yunus, 1981:49)

1.6.5 Eight graders are specified class in Junior High School, especially in the second year.