

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

The learning process is an educational activity (Djamarah, 2006: 1), the educational value is characterized by the presence of interaction between the teacher and the students. The teachers plan learning activities realized by systematically favor the interest of teaching and learning. Learning is complex process that occurs in everyone throughout his life (Arsyad, 2002: 1). This learning process occurs due to the interaction between people and their environment. A sign that someone has learned that there is a change of behavior is caused by the level of knowledge, skill, and attitude.

In learning English there are four skills, namely: speaking, listening, reading, and writing. These four skills are very closely because it is basically a unified whole. The language reflect the way a person's mind, the skill person is speaking in the sunny and clear the way his mind (Tarigan, 1986: 1). The clarity of the way one's mind is the main capital to achieve success and all four aspect of the language to the main support for the success of a person.

Writing is one of the skills that must be mastered by students in addition to other abilities. Writing is one of the skills of the language to be learned by the students in junior high school, the students will be able to express their ideas and feelings by writing English.

Writing is productive and expressive activities. Said to be productive because by writing one can convey the idea or notion and the perceived message

to others. Delivery system is that will bring the results of the paper form. Said to be expressive because the submission of ideas that shaped the writing contains the meaning or meanings that are useful, both for the authors and others who read it (Tarigan, 1986: 3-4).

Many students assume that writing is difficult task, because of the ability to write in a foreign language, it is more complicated than speaking, reading, and listening. Kind of hard to teach writing to the students of English as it involves many components, because writing is productive language skills, the students demanded that are capable of knowing and mastering the grammar, in terms of linguistic mastery, mastery of discourse which includes the ability to compile or organize ideas in the form of a cohesive and coherent paragraphs.

There are several causes of a person's writing is difficult, the sharpness of thought, organization, mind, language proficiency, theory, and the fear. Writing trouble is not only experienced by the students but has already become a cliché of society in general (Darma, 2007: 4-9). Some of the things above are the cause of the difficulty of someone to write, but on the other language skills.

Writing descriptive paragraph is one of the genres in writing a paragraph. It was taught by the teachers, so that the students know how to describe themselves and their surrounding while still in a simple manner. But many students have difficulty in writing descriptive paragraph, because most teachers only explain the generic structure and how to write a descriptive paragraph. The teachers do not use method or new way to teach the students. To that end, the students are unmotivated, bored, and had difficulty in learning the descriptive paragraph. They are also not able to remember and explain things in a

systematic order. In addition, they cannot explain the parts, the quality and characteristics of the desired thing at all.

Picture media is one of the visual media. Picture media can be either a photo of the event, illustrated postcard, animated drawings, cartoons, paintings, drawing of humors, the picture takes up, and so on.

The picture is widely available from various sources, for the example from newspaper, magazines, brochures, and books. Pictures, painting, cartoons, illustrations, photos obtained from a variety of sources that can be used by the teachers in an effective manner in a variety of teaching and learning activities at every level of education and different disciplines (Sudjana, 2005: 70).

See the paradigm above, the teachers have an important role in teaching and learning process. The teachers must be able to motivate the students to be in the process of teaching and learning. It can be more easily and communicative. The teachers should be more creative in presenting the material and should also be more frequent use of learning media in the process in teaching and learning, so that the students are more interested in the subject of English. This should be attempted since the learning process in the classroom (Depdikbud, 1993: 58). From the explaining above, the teachers should create a warm climate in the classroom, choosing the best technique for teaching, and creating quite a delight. Songs, games, picture, and media drama is usually used as an alternative technique rather than the teaching of classics. The songs and the drama are often used for teaching speaking and listening, while the games and pictures are usually used to teach writing.

Thus, the writer raised the title “The Implementation of Teaching Writing Descriptive Paragraph through Picture Media.”

## **1.2. Problem Statement**

Based on this background, then that becomes a problem in this study are as follows:

1. How does the implementation of the teachers in teaching writing descriptive paragraph through picture media?
2. How the students learning outcomes after the implementation of learning process on the material writing descriptive paragraph through picture media?

## **1.3. Purpose of the Study**

In line with the outline of the issue, the purpose of this study is as follows:

1. Know the implementation of the teachers and the steps in teaching writing descriptive paragraph through picture media.
2. Knowing the students learning outcomes after the process of teaching and learning in writing descriptive paragraph through picture media.

## **1.4. Significances of the Study**

There are two significances that can get by this study: theoretical significance and practical significance.

#### **1.4.1. Theoretical Significance**

This study is expected to contribute thought and a benchmark study on further research in an attempt to fix of teaching writing descriptive paragraph through picture media.

#### **1.4.2. Practical Significance**

As for the usefulness of this study are:

1. For the students, English learning achievements are improved significantly.
2. For the teachers, the process of teaching and learning English and paradigm of teaching used by the media and it finds the right media in learning to writing descriptive paragraph through picture media.

#### **1.5. Scope and Limitation**

The scope and limitations of the research in this study is the implementation of the teachers in teaching writing descriptive paragraph through picture media and the result of the students learning in three meeting at three SMP which different. In this stage of the implementation of the learning that implemented the teachers must include pre teaching writing activity, whilst teaching writing activity, and post teaching writing activity. While the result of the student's learning must be able to meet the Minimum Criteria of Completeness (KKM) which has been determined by the teachers.

## **1.6. Definition of Key term**

It is necessary for the author to define the key terms to avoid misunderstanding or misinterpreting. The definitions of key terms are:

1. Writing is combining a number of words into sentences and the sentences organized into writing.
2. Paragraph description is a paragraph which focuses on the characteristic feature of particular thing, e.g. animal, book.
3. Picture media used is a picture of an object.