

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The most crucial skill that every person should learn is language, and in Indonesia specifically, Indonesian is studied alongside other languages as well. Students from kindergarten through university, representing all educational levels. All people should be able to speak a language well in order to communicate. When learning English as a second language, emphasis is placed on the students' ability to write in English as well as understand how to pronounce the language. English is one of the English language skills that students need to learn. In English, we are not only paying attention to how our abilities are when able to speak in English, but writing skills are also important abilities to be noticed and understood by students. Writing is an action or process of producing and recording words in a form that can be read and understood. Writing is not an easy task. Students still find it challenging to write texts in English, particularly in the tenth grade at the vocational high school level. According to Harmer (2004), writing is a skill that allows us to create words that later become sentences, which then become paragraphs. English has many different text types, including narrative, procedure, recount, descriptive, and others. Here, the researcher focuses on the different kinds of English descriptive texts.

Writing is one of the crucial abilities that language learners need to have. The students' ability to think can be developed through writing exercises.

Writing serves a variety of purposes, including communicating with readers, expressing ideas without face-to-face interaction, researching a topic, keeping a journal of experiences, and learning the rules of written English discourse.

Both native speakers and non-native speakers find writing to be a challenging skill because writers need to be proficient in a number of areas, including organization, content, purpose, vocabulary, audience, and mechanics like spelling, punctuation, and capitalization.

Various writing texts are introduced to students in the first year of vocational high school's revised Curriculum from 2013. Among them is descriptive writing. A descriptive text is one that describes a location, an animal, a thing, or something else. The students ought to be able to organize their descriptive writing well. The descriptive text is divided into three sections: the first is identification, in which the writer identifies existing phenomena to be further described; the second description, in which the writer provides information about phenomena that were previously written about in the identification section; and the third structure, in which the writer provides a more detailed description of the phenomena that were previously written about. With this section serving as the last in terms of the conclusions drawn from the identification and description sections, the last part is the conclusion. Students are more familiar with descriptive text, which is text that fully, clearly, and concisely describes something related to a topic or object. This is what inspires students to describe things or objects around them and to express their ideas and opinions. Students must work together to incorporate all of the aforementioned elements to produce an effective descriptive text.

Researchers found a phenomenon where students have difficulty finding ideas to be poured into a writing in the form of descriptive text difficulties or obstacles found from the aspect teacher are still with a centered learning teaching model, explaining the material still monotonously the absence of media use when explaining the material, especially the material descriptive text only just give explanation and just writing the explanation on the board (Prior 1991; Riazi, 1997).

In addition, teachers also still do not give attention to students in class whether students really understand the material described or not, but it is undeniable that this can be influenced by a fairly large number of students from one class, so that the teacher's attention to paying attention to students is reduced.

While the problems experienced by the students' own side are not concentrating during classroom learning, such as noise when the teacher gives explanations related to the material, students in the class are classified as passive. They do not express if they have problems or questions during class themselves is closely related to the thinking of students who tend to consider English learning as difficult learning from the beginning, and students feel bored with learning also has an impact on the effect of how teachers deliver material in the classroom. This phenomenon was discovered during the pre-elimination period of observation carried out by researchers and found problems when learning and teaching as previously written.

Students' own problems with learning English in descriptive text materials, namely developing ideas, organizing ideas to be written into

descriptive sentences and other problems experienced by students related to the obstacles of writing English texts or writing to be used as descriptive texts, namely difficulties in grammar and incorrect sentence.

Most students in class said English is difficult material especially when learning writing material, because the monotonous learning makes students feel not concern in class especially when studying English class. To overcome the problems above, the teacher needs to use media in learning so that students become interested in learning.

Asnafiah, (2021) noted to overcome problems in descriptive learning text, using image media in learning is believed to increase student motivation in descriptive text learning. As cited in Idris. Y, et al. (2014) That descriptive is more of an influence on sensitivity and the form of the reader's imaginative so that the image media as an angler of imaginative power is used as a learning medium. Quoted from Mahama, S., & Arifin, M. B. U, (2021) cited by the media as a device that can stimulate the minds and will of students so that it can encourage a sense of wanting to learn from students, using the right learning media and creatively, of course, on good performance in the student learning process.

In this study, the researcher has studied several relevant studies one of them is Sufianti, S. (2019) entitled “Usage of Picture to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Putri Palopo” in Academic Year of 2018/2019. Although there are already researchers who study the use of image media in descriptive text learning, this of course must continue to be improved and researched again as implemented using other

methods besides the methods that have been used in previous studies such as the use of group systems to train students' ability to collaborate not only to train students' creatives but also how they communicate.

This study was conducted at SMKS PGRI 2 Denpasar and the subjects were the 2 X accounting students. There was consideration of selecting SMKS PGRI 2 Denpasar as the place of study. First, researchers on the occasion of PLP 1 conducted PLP 1 in related schools, namely SMKS PGRI 2 Denpasar, so that when PLP 1 took place, researchers had begun to find several things that could be further researched in the learning and teaching process at the school. Second, no one has conducted research on the same topic and level in related schools.

The researcher is interested in improving the writing competency of the tenth-grade students by using picture media. The researcher is using CAR (Classroom Action Research) in this study. Purohman, S. P. (2018) noted CAR (Classroom Action Research) is an action by a person aimed at improving conditions or improving conditions in the place where learning practices are carried out, as well as providing an in-depth understanding of actions taken based on the 4 stages that are part of this CAR, namely planning, action, observation, reflection.

1.2 Problem Identification

Based on this background, a number of critical elements need to be identified, including students' proficiency in writing descriptive texts as well as overcoming deficiencies or other issues that cause them difficulty. Sequential problems are identified:

1. Low Writing Skills of Students

The first problem identified in this study is the low writing skills of students in Grade X SMKS PGRI 2 Denpasar. This may be due to a lack of exposure to different writing techniques and methods, a lack of interest in writing, or a lack of confidence in their writing abilities. This problem can have a negative impact on their academic performance and future career prospects.

2. Limited Use of Visual Aids in Writing Instruction

The second problem identified in this study is the limited use of visual aids in writing instruction. Visual aids, such as pictures, can help students to better understand and visualize the topic they are writing about. However, it is possible that the current teaching methods used in Grade X SMKS PGRI 2 Denpasar do not incorporate the use of visual aids in writing instruction, leading to a lack of engagement and interest in writing among students.

By identifying these problems, the study aims to explore how the use of pictures can be an effective method to improve students' writing skills in Grade X SMKS PGRI 2 Denpasar.

1.3 Limitation of the Research

This research was conducted to find out whether the application of the use of image media for students in class X accounting 2 Denpasar in descriptive text learning could improve students' skill to write descriptive texts.

The results of the increase obtained in this study occurred still due to discussions related to the material used, so it was felt that it was still not

optimal related to the influence of the media that was actually used in increasing the scores obtained by researcher in the research.

1.4 Research Question

Based on the research background, the research questions of this study are:

1. How is the implementation picture media to improve student idea writing competency in the X accounting 2 class of SMKS PGRI 2 Denpasar?
2. What are the teachers and student responses toward the execution of picture media in working on understudies' idea writing competency in the X accounting 2 class of SMKS PGRI 2 Denpasar?

1.5. Purpose of the Study

Based on the research question, the purposes of this study are:

1. To find out whether the implementation of picture media can improve students writing skill in the X accounting 2 class of SMKS PGRI 2 Denpasar.
2. To know the responses from both that is teacher and students toward the execution of picture media in further developing understudies composing skill in the X accounting 2 class of SMKS PGRI 2 Denpasar.

1.6. Significance of the Study

This study is estimated to have two main significances in which theoretically and practically. Those are explained as follows:

1.6.1. Theoretical Significance

Researcher expected this research be helpful for the improvement of student especially in writing competency and become a reference in

teaching English for writing aspects use a media for teaching. There are several theories used in this study and those can be used as references for theoretical significance such as, Tomal (2010) about action research for educators, Brown (2004) about language assessment principles and classroom, Harmer (2007) about the act of English language instructing, Sa' diyah, H. (2017) Improving Students Ability in Writing Descriptive Text Through an Image Series-Helped Learning Methodology and many others, furthermore the aftereffects of this study are supposed to influence educational institutions in implementing an appropriate media as learning strategy based on the student needs, can use media as a media learning for make learning more interested.

1.6.2. Practical Significance

a. To Teacher

Researcher hope can give a good impact to the teacher, help the teacher for making or create innovative teaching, learning, can improve student motivation to learn English, especially in writing. Teacher can use picture as media for teaching make some fun and more interesting teaching and learning class with student.

b. To Students

Provide some advantages for students writing competency, researcher expected with this research student can enjoy the writing learning and be more active in class especially in writing for descriptive material.

c. To Researcher

Expected can be resources for other researcher who might doing research with similar issues, hopefully this research can be references for other researcher to make more design and creative method for improve writing ability student in learning English.

