

CHAPTER I

INTRODUCTION

This chapter presents some aspects dealing with the background of the research, the research question, the research purpose, the research objectives, significance of the research, operational definition, and the scope of the research.

1.1. Background of the Research

English has become the main subject of learning in language study in junior high school. The main objective of teaching English as stated in Curriculum 2013 for junior high school is developing the ability of communication in the target language (English) in the spoken and written forms. Curriculum 2013 has determined a set of general provisions as teachers' guide in teaching commonly known as Basic Competence. The basic competence required to be achieved by the students in high schools regarding writing is the ability to arrange some texts like recount and descriptive text. It means that writing is one of the language skills that should be possessed by any EFL student.

Writing is one of the language skills that plays important role in human communication. It is used to communicate with other people in society and also to express our opinion in writing form (Syam and Sangkala, 2014). Writing is a skill that, for some students, needs hard efforts to achieve it. Heaton (1989, p.135) stated that "The writing skill is complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also of

conceptual and judgmental elements". Furthermore, Celce-Murcia (2001) states that writing is always found to be difficult either by foreign language learners or even native speakers. It can be concluded that writing is an important skill to be mastered to communicate in written language but it is considered as complex and difficult language skill even by native speaker.

In fact, even though writing is an essential skill to acquire, many students have difficulties in mastering writing especially for EFL students in Indonesia. The students often failed to generate an idea when they start writing. It is really a big struggle for them to find an idea (David, 2017). Not only in generating and organizing ideas, but also in translating the ideas into readable text (Richards and Renandya, 2002). Furthermore, Ariyanti (2016) stated that most students in Indonesia face challenges regarding the complex grammatical structures in English. They often face difficulties in delivering the content of their composition which is caused by the different cultural backgrounds between their mother tongue and English. The other problems are there are no appropriate media, lack of vocabulary, and students' boredom in teaching and learning process (Wahyuni, 2015). Therefore, an effective media is still needed in writing instruction.

Based on the problem above, the researcher will use the effective media in teaching language skill especially writing. The teaching media that the researcher will use in this case is photographs. Based on Daryanto (2013), a photograph is kind of still picture that can be shown into the real objects or the events of outside the class. A photograph is also like pictures that have high artistic value which is colorful and importantly it is rich with information. By using photographs the students have something to do with their experience. They can tell events or

experiences in the past about one story, action or activity. A photograph is also encourages students to brainstorm words and ideas before they write it in more details. This means that through photographs, students will understand how to generate and organize ideas to start their writing.

Based on the previous study conducted by Safitri (2017) entitled “The Use of Personal Photograph as Media in Teaching Writing Descriptive Text to The Second Grade Students of MTs Negeri Gowa”, it was proved that photographs could improve the students’ ability in writing descriptive text. The difference between this previous study and the researcher’s study are the researcher will conduct an experimental research which is different from the study above – a classroom action research, the genre of the writing text is different – the researcher will use recount text, and the place of the research is also different. Another studies showed that photographs media can be used in teaching and learning writing (Ratminingsih, 2015) with the title “The Use of Personal Photographs in Writing in Project-Based Language Learning (PBL): A Case Study”. The result of this study revealed that personal photographs could help the students to develop ideas, organize their sentences into good order, improve their vocabulary, accuracy in grammar use, and convection. Thus, it made their writing better. The difference between this previous study and the researcher’s study are the researcher will conduct an experimental research which is different from the study above, the researcher will not use PBL as strategy and interview guideline as the instrument of data collection. The other difference is the area and respondent of the research.

Based on the explanation above, the researchers is interested in conducting an experimental research entitled “The Effect of Using Photographs on Students’ Writing Ability”.

1.2. Problem of the Research

This research is conducted to answer the problem as “is there any significant difference on students’ writing ability between those who are taught by using photographs and those who are not taught by using photographs?”

1.3. Objective of the Research

Based on the problem above, the objective of the research is to know whether there is any significant difference on students’ writing ability between those who are taught by using photographs and those who are not taught by using photographs.

1.4. Operational Definitions of the Term

In order to avoid misunderstanding and misinterpretation of the terms used is this research, the researcher needs to explain them as follows.

1) Writing Ability

Writing ability in this research refers to the students’ writing competency on composing recount text that consists of orientation, event, and re-orientation by considering the aspects of organization, content, grammar, vocabulary, and mechanics.

2) Photographs

Photographs refer to one of teaching media in printed form which present the students' picture about real event related to the students experience that taken from camera or other gadget that support the use of camera.

1.5. Significance of the Research

In this research, the significances of the study are:

1) Teacher

Hopefully the research of this research can be useful for the English teacher as the information and input in using photograph for teaching writing. It can be very helpful because it can enrich variety of teaching technique and can improve teacher's teaching performance.

2) Students

The results of this research are expected to be useful on the students' writing achievement. Moreover, the use of photograph as media of teaching writing can help the students in writing the English text easier since it provides visual clues that make the students have better understanding in generating ideas to start their writing.

3) Researcher

This study will be one of her experiences in writing English while she is studying in the English Department.

1.6. Scope of the Research

This study belongs to an experimental research. It focuses on the writing ability including acquiring the organization, content, grammar and vocabulary

knowledge and it limited to discuss about the effect of photographs media towards students' writing ability at MTs Al-Qodiri 1 Jember , so that the students might show progress in the end of the study.

