

CHAPTER I

INTRODUCTION

A. Background of Problem

Language is a means of communication to express human's words using both verbal and nonverbal linguistic signals. (Thomson, 2008) describes language as a system communication using sound or symbols that enables us to express our feelings, thoughts, ideas, and experiences. (Fred, 2005) adds language is a behavior which utilizes body parts: the vocal apparatus and the auditory system for oral language; the brachial apparatus and the visual system for sign language such body parts controlled by none other than the brain for their function. Besides (Dakhi, 2016) stated that language is the main vehicle of communication by which thought, idea, feeling are produced and received.

English language is a compulsory subject in Indonesia and is globally learnt and taught as it holds an important role. It is now widely accepted as the international language besides as the preferred language communication in the key areas of science, technology, trade and education.

Indonesia is one of the countries that sets English as the first foreign language taught at schools and a compulsory subject taught from elementary to university level. Rahayu (2007) states Indonesia establishes English as the first foreign language because of its role in international relations and the language of modern science and technology. As an international language, English is the

dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce. Besides, most of the content produced on the internet (50%) is in English.

Writing skill is one of the most important in learning English. Writing is one of the most powerful tools the students have for learning and for demonstrating what they know, because (Kellogg, 2008) writing helps to reinforce the grammatical structure, enhance the students' vocabulary, and assist other language skills such as reading, listening, and speaking. Writing also can facilitate communication and connections with others. Jonah (2006, p. 29) argues that writing can be used as an indirect means of communication to others to convey information. Writing is an act of putting ideas or feeling on paper, to organizing the knowledge and argument in well-constructed text. Harmer (2001) Accentuates writing is a form of communication to deliver thought or to express feeling through written form.

Since writing is an act of communication, teacher is required to pay a serious account on how to enable the students to properly write. Karolina (2006) states that teacher's role is to help students to develop viable strategies for getting started (finding topics, generating ideas, and information, focusing and planning, structure and procedure), for drafting (encouraging ideas), and for editing (attending to vocabulary, sentence, structure, grammar and mechanics).

Writing is not an easy task but complex because it requires students' comprehensive knowledge, such as of mastering grammar, vocabulary, and punctuation. Rass and Rawaida (2005) argues that writing skills is a difficult skill

mastered by the students, because they must balance the multiple issues, such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization. To write properly, the students are expected to be able to actualize the knowledge.

Writing is one of language skills that should be taught integrately, but it is regarded as the most difficult language skill to learn by learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to produce a good writing. According to Heaton (1995, p. 134) writing skill is more complex and difficult to teach, requiring and mastering not only grammatical and rhetorical devices but also conceptual and judgment elements. Based on the observation towards the students at SMA Angkasa 1, the researcher found problems faced by the students in English learning writing process, covering: lack of vocabulary, grammatical, mechanical knowledge in capability of ideas expression, and monotonous way of teaching of writing.

Hufron and Trisanti (2016) state media are important things to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their ideas. In media and writing skill development perspectives the researcher tried to propose a solution to overcome or minimize the teacher's and students' difficulties in writing learning, that is using photograph. To meet the purpose the researcher employed an experimental research on the use of photograph as of teaching media to develop students' writing skill.

There have been a great of studies on the use of photograph in writing class three of which were conducted by Alkadri, Megawati, and Syarif (2014) concluding photograph gave a significant effect toward the students' writing ability. Mawaddah, Gani, and Sari (2016) found there was a significant difference between students who were taught by using photographs and those who were not taught by using photographs. Pratama (2016) which stated that there was the significant different between the students' score in learning writing recount text by using photograph and students' score in learning writing recount text without using photograph.

Some of researcher also used pictures as media in teaching. There have been reasearh with the different variables. This two previous study used pictures as a teaching media in teaching vocabulary. Handayani (2018) concluding that pictures as as a teaching media could improve the students' vocabulary. Maritha (2017) found that vocabulary pictures can be effective media for vocabulary learning English.

Based on the problem described above the researcher conducted the research on the effect of using photograph as teaching media to the tenth graders recount text at SMA Angkasa 1. The reason why the researcher used photograph to teach recount text because the environmental factors also affect students' ability in learning to write. For example, the ability of students living in Kalimantan differs from that of students in Aceh. Likewise, students who live in Jakarta are different from those in Aceh. They have different characteristics in learning the language. The students in Aceh use English as the third language because their mother tongue is the first language, while in Jakarta English is used as the second language, which makes

researchers interested in doing this research using photographs as a medium for teaching writing. Besides theoretically photograph can create students interest in writing and help them increase their ability in writing recount text.

B. Problem Statement

Based on the background and previously described, the researcher formulated the problem of this research as: “Does the use of photograph significantly affect the tenth graders recount text writing skills at SMA Angkasa 1?”

C. Research Objective

The objective of this research was to test whether the use of photograph significantly affected the tenth graders’ recount text writing skills at SMA Angkasa 1.

D. Research Significances

This research hopefully provides benefits to the followings parties:

1. Teachers, as information to the effectiveness of the use of photograph as a teaching in writing class.
2. To other researchers, a good basis to conduct further researchers in the similar or other areas related to the research variables.

E. Scope of the Study

The participants in this research were limited only to the tenth graders' at SMA Angkasa 1 in the Academic Year 2018/2019. The sample was selected by purposive random sampling, using experimental method. In this research, the researcher only focused on the effect of using photograph on the tenth graders' recount text writing skill at SMA Angkasa 1.