

## **Chapter 1: Introduction**

This chapter divided into five subtopics, consist of basic consideration, the research question, the objective of the research, the significances of the research and delimitation of the research. Those subtopics explain clearly in order to make the reader understand about this research. All of the subtopics are analyzed and explained as follows:

### **Basic Consideration**

In learning English, the students are obligated to master the four skills. Those are speaking, listening, reading and writing. These four skills cannot be separated from each other caused by supporting of each other; it can achieve the level of success in English learning process. However, to reach the successfully in learning English, the students need to be mastered a lot of vocabularies and the grammar rules.

From the four skills above, writing is one of the skills that still difficult for the students to be mastered, especially the students in junior high school. This statement supported by Richards and Renandya (2002, p.203) argues that writing is the most difficult skill in learning foreign language. By seeing this statement, it is the most important for the students to know how to master the English skill especially in writing skill, so the students can explore their ideas, opinions and also made a good paragraph in academic writing.

To encourages the students mastering the English skill, they should understand the rules in writing; grammar, vocabulary, content, and organization. This statements supported by Heaton (1990, p.146), there are five aspects of writing skill they are content, grammar or language use, vocabulary, mechanic, and organization. By mastering these aspects, it would be easier for the students to build a good paragraph, especially in academic writing. In other words, without mastering these aspects it would be difficult for them to be a good writer.

Based on the researcher experiences when still in junior high school, writing becomes one of the contents in English subjects which still difficult to be understood by the students. When the teachers came to the class, the English teacher just gave the material directly without any brief explanation so, it presented the negative impact for the students in understanding the material such as the students cannot express their ideas to make a good paragraph, the students most difficult to mastered the vocabulary, moreover into applying grammar rules. In the same cases, those come from the students in SMP N 9 Gorontalo. It can be seen from the pre-observation result using a written interview on March 30, 2016. Most of them said that writing is a difficult subject. Either, the students are still getting hard to make a good paragraph, it caused by the students are lacked of vocabularies and also more difficulty in applying grammar rules.

To prove their statement, the researcher tried to ask the descriptive material to the students and also most of them said that in studying the descriptive material the teacher usually only give the material and asks them to describe the picture without more explanation such as explaining the characteristic and the generic structure of descriptive text. Moreover, the teacher also usually only using a picture that cannot give more explanation about things, activities, and limited to be explain such as only explaining an object and the color. By seeing these techniques, it makes the students felt bored in classroom activity. Through these problems, it assumed that the teacher rarely used the various techniques in teaching and learning process. Hence, the teaching and learning process becomes monotonous. Automatically, it can influence the classroom atmosphere tends to be silent. In addition, the reason why the researcher chooses the descriptive material because it related to the students' problem based on the written

interview. Most of them said that the most problem in studying descriptive material are lack of vocabulary and understand the generic structure of the text.

Based on the students' problems above, in teaching and learning process the teachers need to know how to make the students enjoy the classroom activities. It aims to develop the situation in the classroom is more comfortable. So, the students do not feel boring when they studying more of the English subject. In addition, the teacher should be presented the material by using media because it can help in developing the student's motivations especially in learning writing skill. Finally, the students are easier to understand the materials.

One of the media helping the students relaxed in the class is presenting material by using the picture. According to Harmer, (2007, p.330) pictures can provide stimulation for writing-habit activities. It is known that picture is a tool or media that stimulated the students to think about and describe the object. Besides, it can help the students to communicate or to explain something or event. Moreover, the picture also has a relation in teaching writing especially in writing descriptive text because it can describe the real object or a person based on the kinds of the picture that used and then put it in writing form. It is clear that the researcher would like to use a picture as research media.

Based on all explanations above, the researcher would like to describe the students' ability using a composite picture. By describe and measuring the student's ability, the teacher will see or know the level of students writing ability, especially in the descriptive material. In addition, the reason the researcher chooses a picture as learning media because the picture considered able to improve the students habitually in learning activities especially in writing skill. So, the researcher wants to see the students' ability in writing a descriptive paragraph using the composite picture. By considering the picture as learning media it can be a reference for the

teacher to be a tool to improve the students' ability in writing skill. On the contrary, even the picture cannot be give the positive impact for the students, it can be references for the teacher also to looking for the solution how to make the students have good qualities in learning process especially in writing skill.

Therefore, from more basic consideration explained above, the title of this research is *“Descriptive study on students' ability in writing a descriptive paragraph of a composite picture”*.

### **Research Question**

The research question is formulated as “how is the students' ability in writing a descriptive paragraph of a composite picture?”

### **The objective of the Research**

The objective of this research is to describe the students' ability in writing a descriptive paragraph of composite picture.

### **Significances of the Research**

The significance of this research is

- a. For the teacher, it can help the teachers to know the students' writing ability and also can improve the students' quality of teaching writing skill.
- b. For the students, it can help the students to know how to progress their skill in writing a good paragraph, especially in the descriptive material.
- c. For the researcher, it makes the researcher understanding the effectiveness of picture composite as learning media.

### **Delimitation of research**

This research focuses to analyze the students' ability based on the five aspects of writing namely content, organization, grammar, vocabulary, and mechanic and also describe the students' ability in writing a descriptive paragraph of a composite picture.