

Chapter I

Introduction

This chapter is divided into five subtopics, those are: basic consideration, research questions, hypothesis, research purpose, research significance, and delimitation of the study. 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

Writing is a communicative act. It is a way of sharing information, thoughts, experiences, or ideas, between ourselves and others Cahyono (2009,p. 16). Among the four language skills taught in schools, writing is considered as the most difficult skill to learn Sa'diyah (2005, p. 164) In the process of writing, many students make mistakes. For example the students are difficult to get ideas in written form. Ratnasari (2004) These abilities can be achieved only if a learner masters some techniques of writing such as how to obtain ideas about what will write on, how to express them in a sequence of sentences, how to organize them chronologically and coherently, and how to review and then to revise the composition until the writing is well-built.

Sada, Novita & Yusnita (2013, p. 4) said that when the students write a text, they produced many sentences. The sentences in the text might be as their ideas and thoughts. However, in fact it is hard for the students to get ideas.They cannot write smoothly because they do not know how to write and develop the topic and they get stuck in the middle of writing. Besides, they also have difficulty in how to compose sentences. Because the students are lack of vocabulary and lack of grammar acquisition.

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As a result, the students have no motivation to write, and writing becomes uninteresting and hard activity for them.

Referring to English curriculum of school. Sari, Refnaldi & rosa (2013, p. 75) stated that the purpose of writing for junior high school is to encourage the students to write some kinds of text in the form of functional text (advertisement, brochures, etc.) and monologue text (procedure, recount, etc.). Therefore, teacher should have the attractive technique in teaching. In fact, the purpose of curriculum in the school being observed is not fully achieved. Based on the observation conducted in SMPN 1 Atinggola, it is caused by the way of teaching which is less interesting to the students in increasing the students' attraction in writing.

The students assume that writing is difficult for them and they are passive and feel bored in writing learning process. Especially to rewrite their experience in past, so the students have difficulty to express their ideas.

In observation, teacher in teaching recount text didn't apply the suitable technique in order to encourage the students' learning achievement, particularly in organizing the ideas, the students looked like confuse to start making the ideas and organizing them into a good recount text paragraph. The sequence of story might be jumping when they had no idea to focus on the writing.

In understanding more about the process of teaching recount text and the students' difficulty in writing recount text, the researcher has conducted preliminary observation on February, 2015 at the eighth grade of SMPN 1 Atinggola. The result of the observation showed that their ability in writing recount text is still low. There are many students are difficult to create a good recount text. The students have limited knowledge to develop a topic. Eventually, the content of their writing is not clear and some statements are weak, the

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students got difficulties in expressing the ideas because of limited vocabulary, sometimes the students did not pay attention in using the connecting words in recount text.

Several studies have been conducted to explore and improve students' writing recount text by offers picture series and has a direct effect on learning outcomes. For example (Pesik, 2010: Indah, 2010) the study still have a weakness and remains an open question. Does the method is effective and raise students' interest to write a text in past tense?. From the questions above, media is necessary to develop in order to get something more exciting in learning, for example photograph. In general, the various approaches used picture or illustration picture. This study attempts to contribute to the knowledge base by exploring the influence of photograph towards students' ability in writing recount text.

Photograph also is a picture, but it is a real picture which is shown by the real moment that was happened (Yuswotowo, 2010). Photograph usually captures past events and photograph surely can help students remember details about people, places and event. Short, they can be powerful source of a text (Pesik, 2010). In this research, the writers provide photograph series that show last experienced that done by person or an action that is repeated or usual. Photograph series can be used by students as their guidance in developing recount text writing. For example, the students will be given a sequence of picture or picture series to guide them in making a sentence. From these pictures the students supposed to start writing the orientation, sequence of events and re-orientation.

The writers focus on the students' problem in organizing ideas and formulate them with sufficient vocabulary to construct the text as the generic structure and language features. The writer tried to conduct a classroom action research to find out how photograph improves the students' writing recount text. It was hoped that with this strategy can improve the students' ability in recount text writing, especially in starting and organizing the ideas.

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To find out how photograph can improve student's ability in writing recount text the researcher took SMPN 1 Atinggola as the population of this study because in this school there are many students still confuse to start to make a paragraph and the other problems that mention before. For the sample of this study, the researcher took grade 8 because in grade eight they learn about recount text.

Last but not least, the basic reason the researcher took this topic became focus of investigation because the students commonly get bored in writing activity as they must spend many times to write their ideas into writing product so the writer finds innovation with using photograph as media to writing recount text. In addition, Photograph is one of the visual aids that can improve writing recount text because photograph usually capture past events and photograph surely can help students remember details about people, places and events.

Research Question

Relates to the basic consideration, this research focuses on the research question below:

Can photograph improve the students' writing recount text of grade VIII in SMP N 1 Atinggola?

Hypothesis

Photograph can improve students' recount text writing in grade VIII in SMPN 1 Atinggola.

Research Purpose

The purpose of this experiment study is to test the theory of photograph that relates the photograph to improve students' recount text writing for Junior High School in grade VIII in SMPN 1 Atinggola.

Research significance

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This experimental research about improving students' writing recount text by utilizing photograph is important for several reasons. First is understanding relationship among recount text writing and photograph. Second is this study as fundamental for the teacher to encourage or adopt photograph as an instrumental media in class activities especially in writing skill. Third is the result of this study leads every element include policy makers, teachers, and students to know whether photograph can improve student's ability in writing recount text so that they can use this instrumental media.

Delimitation of Study

Delimitation of this research has several ranges. First, this research is only focus to examine the use of photograph in learning process. Second, this research focuses in students' ability to write recount text. Third, the participant of this research goes to grade VIII in SMPN 1 Atinggola. For the topic of recount text focused into some photos of the students with their family or friends that can give many help about inspiration to write recount text. This research conducted by quantitative research with the type of pre experiment research.