

CHAPTER I

INTRODUCTION

1.1 Background of the Research

English is one of the international languages that is used in almost all countries in the world, including Indonesia. As an international language, English is very important because it is required for communication, especially in education. In Indonesia, English as a foreign language has been formally taught in education.

Education is an inseparable part of human life. This is because education is important in shaping and developing individual abilities. Education is a learning activity in school. One of the subjects taught in schools is English. Therefore, English is one of the important subjects that must be studied. In English, students must master several skills, namely listening, speaking, reading, and writing.

One of them, which is difficult to master, is writing. Writing is one of the most important English skills in the learning process, because students can write about what they think in their minds and do assignments that the teacher gives. Even in everyday life, good writing skills are needed for various purposes, both in the academic and professional worlds. According to Brown (2001), writing is a thinking process. Writing is a process of putting ideas on paper to transform thought into words and give them structure and coherent organization. So, writers produce written products based on their thoughts after going through a process. Shortly, writing is the proses of producing a language that people use to communicate in written form to express ideas and thoughts.

Nowadays, the curriculum implemented in Indonesia has some alignment

with English learning. The independent concept of Kurikulum Merdeka also contributes to English learning process, especially in learning writing. Writing skills are combined with presentation skills. It is called writing-presenting learning outcomes. The curriculum intends to promote values such as nationalism, unity, and social justice. It is called as Profil Pelajar Pancasila. In which it is enriched student literature in four skills especially in writing. Students are ordered to elaborate their knowledge based on the themes provided by the curriculum. One of the differences between the Kurikulum Merdeka and the previous curriculum is that in the lesson plan, the Kurikulum Merdeka no longer uses RPP but Modul Ajar. According to Wahyuni and Fatimah (2023), modul ajar are a number of media tools or facilities, designed methods, instructions, and guidelines systematically and interestingly

In junior high school, students must understand the nature of writing and produce various functional texts. Several kinds of writing texts are taught in the English subject, including procedure, descriptive, narrative, recount, and report text. One of the types of writing texts taught in the odd semester of seventh grade is the skill of writing descriptive texts. Writing descriptive text requires a good pattern of reasoning because, in this case, reasoning patterns can help express ideas that the author will convey in written form to the reader. In addition to reasoning patterns, choice of vocabulary and grammar are also very influential in compiling sentences into a good paragraph. Gerot and Wignell (1995:208) define descriptive is kind of text which is aimed to describe a particular person, place, or things. In descriptive text, a writer usually uses the simple present tense. The

generic structure of descriptive text is identification and description. Identification is the introduction of the object to be described, and description is describing in more detail a fact or truth about parts, characteristics, and other things related to someone or something.

Based on the experience of the researcher during the activities of Educational Internship, which is one of the programs of Merdeka Belajar Kampus Merdeka (MBKM) at SMP Negeri 1 Kota Jambi started September 19, 2022 until December 12, 2022. It is known that students' skills in learning to write English, especially descriptive texts, are still low. Students' problems are influenced by the fact that the method used by teacher when teaching English writing is still conventional, namely the lecture method. They were less motivated to write English, and they thought that writing English was difficult. In addition, teachers also did not use learning media to help the learning process. The teacher's learning process can result in a lack of enthusiasm in students, so they get bored quickly, and there tends to be no improvement in writing. Apart from that, many students had difficulty pouring their ideas into arranging word by word into sentences and paragraphs of descriptive texts, because they were undeveloped in vocabulary and grammatical mastery. So that they cannot organize the paragraphs well.

Learning media is something that the teacher uses as an intermediary in conveying teaching material to students. Learning media are considered more effective in delivering learning material than conventional learning materials. Through learning media, parts that are difficult to explain can be illustrated so that the explanation of the material is conveyed optimally and learning objectives can

be achieved more optimally. There are various types of learning media, such as video, visual, audio, and so on. Learning media is adapted to teaching materials, school conditions, and other learning elements. Using the right learning media can motivate students to learn, especially when writing English. So, the students can develop the ideas in their minds. In addition, there is a relationship between the way the teacher teaches and the learning atmosphere, which is unpleasant and makes students less interested in learning to write English. That is why appropriate media is needed in teaching English to attract students interested, especially in learning to write English.

One media that can be used to overcome students' problems so they don't feel bored and can learn more actively and interactively, increasing their understanding and involvement in the learning process of descriptive text material, is photo story media. According to Febriyanto and Sutarna (2019), a photo story is a form of presentation of photo images taken based on topics needed so that they are arranged and bring a meaning in the picture. Each photo can tell a story, so the students can understand the meaning of the photos. Each photo will show a story that contains events or objects; therefore, students are expected to be able to analyze each photo given. Photo story media contains informations in the form of a sequence of images and includes the words to be explicitly explained, so that the students will have more detail to make descriptive texts. In photo story media, each photo will make students think critically about the object in the photo, and then they will arrange it into a complete piece of writing in the form of descriptive text.

Based on these problems, the researcher will examine "The Effectiveness of Using Photo Story Media on Students' Ability to Write Descriptive Texts at the

Seventh Grade of SMP Negeri 1 Kota Jambi".

1.2 Research Question

From the background above, the research question is "Is there any significant effect of the use of photo story media on students' ability to write descriptive text at the seventh grade of SMP Negeri 1 Kota Jambi?"

1.3 The Purpose of the Research

This research aimed to examine the effect of using photo story media on students' ability to write descriptive texts in the seventh grade at SMP Negeri 1 Kota Jambi.

1.4 Limitation of the Research

This research only focuses on the effect of photo story media in writing descriptive text. The researcher taught the students how to write descriptive text using photo stories. The subjects of this research will be the seventh-grade students of SMP Negeri 1 Kota Jambi.

1.5 Significance of the Research

The researcher expects the result of this research will be useful advantages in teaching writing English text. This research can provide significant theoretical and practical advantages.

Theoretically, the results of this research can be used for the next researchers as a reference for further research and as an evaluation material to increase the quality of learning English at SMP Negeri 1 Kota Jambi, especially in teaching and learning writing descriptive text by using photo story media.

Practically, the researcher hopes that this research can be able to give an advantage for teachers to consider the use of learning media, especially in descriptive text material and for students of SMP Negeri 1 Kota Jambi to increase their motivation and knowledge in teaching and learning writing by using photo story media in writing descriptive text. By using this method, the schools will be achieve Target Minimum Competencies Criteria and as suggestions for SMP Negeri 1 Kota Jambi in increasing teacher professionalism, especially in learning English.

1.6 The Definition Key Terms

- 1) **Writing**, is a way in which a person expresses their ideas, thinking, and feeling to communicate with the readers. In this research, writing is the activity or skill of marking coherent words on paper and composing text.
- 2) **Descriptive text**, in this research, is a text that describes a particular person, animal, and place. Using this description allows the reader to better imagine whatever is being described.
- 3) **Photo Story Media**, is an intermediary that can communicate reality and ideas clearly in the form of a combination of words and a series of photos taken directly using a camera.