

**A STUDY ON TEACHING WRITING A DESCRIPTIVE PARAGRAPH
BY USING PICTURE TO THE SECOND GRADE STUDENTS OF
SMA MUHAMMADIYAH 2 SURAKARTA
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RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication. It is a bridge for people to make a relationship. Without language, someone has a problem when she or he wishes to express his ideas, feeling, and needs. It means that people will always be dealing with forms of sound symbols of language in daily communication. Our government has taken several effort, one of which is that English must be taught to Indonesia students since the first year of Junior High School. The government expects that through English teaching, Indonesian people are able to acquire science and technology needed in national building.

Language is a system of communication, a medium of thought, a vehicle for literary expression, a social institution, a mother of political controversy, a catalyst formation building (O'Grady, *et.al*, in Srijono, 2001: 1). One of the language forms is writing. Writing is human ability to express their ideas, knowledge, sciences and life experiences into a systematic written language and easy to understand by other people.

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purpose. Senior high school students especially need to learn to write and to prepare

themselves for the final academic assignment. Thus, in terms of students' needs, writing occupies an equal role with the other language skills.

In general, writing is a process that occurs in a period of time, particularly if they take into account extended periods of thinking that precede creating an initial drafts. Writing is seen as a way of expressing the self and discovering identity. Writing is really important for students in the case that they should make a daily note from their teacher, make a research report, assignment from the teacher, etc. It is also to demonstrate to the teacher that the students have acquired the information. Good writing is necessary for success in study, if students do not master writing skill, they will find difficulties to share their ideas with their friends or their teacher in a written form.

In the traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making. No wonder that writing activity becomes dull, dry, and boring (Leki, in Fauziati, 2002: 147). Meanwhile, there has been a paradigmatic change in the teaching of writing. In elementary or intermediate level, students' activity is to write out grammar exercise.

SMA Muhammadiyah 2 Surakarta is a senior high school that is used by the writer to do a research. In SMA Muhammadiyah 2 Surakarta especially at second grade students, there are two materials of writing; namely narrative paragraph and descriptive paragraph. Both of them are not easy to teach,

because there are many difficulties that are faced by the students such as in developing main idea and in using grammar correctly.

In teaching descriptive paragraph at SMA Muhammadiyah 2 Surakarta, the English teacher uses a conventional technique, that is by using theme or topic of paragraph. In evaluating the students' writing ability, the teacher gave some topics of paragraph for the students, and then she asked them to make a descriptive paragraph by choosing one topic for one student.

The following paragraph is written by one of the second grade students in SMA Muhammadiyah 2 Surakarta :

Borobudur Temple

Indonesia having many of temple, because in the 12-13 B.C Indonesian's people belief in Hinduism and Buddhism religion, so there are many of temple for worship their God. There are many of temple i.e. Prambanan temple, Mendut temple, Gedung Songo temple, and famous temple in the world. Indonesian's people proud have a wonderful temple. In Borobudur we can find many of statue of Budha inside of little temple. The people who came there belief that if we can touch the hand of Budha statue, we can get every thing we can want. Beside that we can buy the merchandise about Borobudur temple. So, if you are interested with Borobudur temple you can came there. And our can enjoy your visit in Borobudur.

From the example above, the writer finds some weaknesses in the paragraph. One of them is the use of grammar. This student still uses many wrong grammar i.e. the first sentence "Indonesia having". In the grammatical rules, especially in present tense, it should be "Indonesia hases" because a form of present tense is "S + V es/s + O". The second mistake is in word "came". In grammatical feature of descriptive paragraph, to arrange the

sentence, it uses simple presents tense. So that, it is not “came” but it should be “come”.

Based on the explanation above, the writer wants to analyze the result of teaching writing using the conventional technique and using picture. The writer expects that teaching writing by using a picture can make writing a descriptive paragraph easier, because theoretically Wright (1997:17) states that picture can be described in an objective way or interpreted or responded way, and also picture can motivate students and make them want to pay attention and want to take part. Based on this reason, the writer conducted a research entitled **“A Study on Teaching Writing A Descriptive Paragraph by Using Picture to the Second Grade Students of SMA Muhammadiyah 2 Surakarta in 2007/2008”**.

B. Previous Study

There are some relevant researches dealing with this study. First is a research conducted by Aminah (2006) entitled “Teaching English Grammar Through Song and Picture to the First Year Students of SMP Muhammadiyah 11 Boyolali 2005/2006: A Classroom Action Research”. She analyzed the implementation of teaching English grammar by using song and picture, the teaching result and also the students’ response. Aminah concluded that teaching English grammar through song and picture was appropriate and quite effective for the first grade students of SMP Muhammadiyah 01 Nogosari. They did not feel bored easily and more relaxed in the classroom. They were attracted and engaged more into the course. Besides, they retained the

classroom more completely since song and picture helped them in figuring out and in alleviating to receive the material.

The second is a research conducted by Herawati (UNS, 2004) entitled “A Correlational Study on Writing Habit, Grammatical Knowledge, and Writing Ability of the Fifth Semester Students of English Department of Teacher Training and Education Faculty, Sebelas Maret University in Academic Year 2004/2005”. She analyzed the correlation among writing habit, grammatical knowledge and writing ability in the students of English Department, especially in the fifth semester.

The second researcher concluded that (1) there was a positive correlation between writing habit and writing ability; (2) there was a positive correlation between grammatical knowledge and writing ability; (3) there was a positive correlation between writing habit, grammatical knowledge simultaneously, and writing ability. The result of the study showed that the effective contribution of students writing habit and grammatical knowledge were 21.66% and 48.75%. It meant that both students writing habit and grammatical knowledge could not be ignored in teaching or developing students writing ability.

And the last is a research conducted by Yuniarti (UNS, 2004) entitled “A Correlational Study between Understanding Contextual Meaning, Reading Ability and Writing Ability of the Fourth Semester Students of English Department of Teacher Training and Education Faculty. Sebelas Maret

University in Academic Year 2003/2004". She analyzed the correlation between understanding contextual meaning, reading ability, and writing ability in the students of English Department, especially in the fourth semester. She concluded that the first hypothesis saying that there was a positive correlation between understanding contextual meaning and writing ability was accepted. The second hypothesis saying that there was a positive correlation between reading ability and writing ability was accepted. The third hypothesis saying that there was a positive correlation between understanding contextual meaning and reading ability simultaneously, and writing ability was also accepted.

The writer tries to conduct a different research, entitled "A Study on Teaching Description Paragraph by Using Picture to the Second Grade Students in SMA Muhammadiyah 2 Surakarta 2007/2008 Academic Year". In this research, the writer analyzes English descriptive paragraph. The data are taken from the second grade students of SMA Muhammadiyah 2 Surakarta.

The similarity between this research and the previous research is the object of study, that is writing ability. While the difference is this research uses pre-experimental study to know writing ability of the students but in the previous research they used a correlational study.

C. Problem Statement

Based on the background above, the writer formulates the problems of the study as follows:

1. Is there any significant difference in writing ability between the result of teaching writing a descriptive paragraph by using picture and by using conventional technique?
2. Is teaching writing a descriptive paragraph by using a picture better than teaching writing a descriptive paragraph by using conventional technique?

D. Objective of the Study

The writer has some objectives dealing with the problem statements above, as follows:

1. To know whether there is a significant difference in writing ability between the result of teaching writing a descriptive paragraph by using picture and by using conventional technique.
2. To know whether teaching writing a descriptive paragraph by using a picture gives better result than teaching writing a descriptive paragraph by using conventional technique.

E. Limitation of the Study

In the research, the writer limits herself of the problem of arranging and developing descriptive paragraph by using picture as a means, where as the population of this study is the second grade students of SMA Muhammadiyah 2 Surakarta.

F. Benefit of the Study

The research gives some benefits on education aspects, especially on teaching writing process. The writer expects some benefits from this study:

1. Theoretical Benefit

- a. The result of research can be used as an input teaching writing.
- b. This study will enrich the theory of English teaching especially in teaching writing “descriptive paragraph”.
- c. The result of the study can be used as references for them who want to conduct a further research in teaching English writing, particularly in creating new concept of teaching English writing especially in teaching descriptive paragraph using a picture.

2. Practical Benefit

- a. For teacher, this research might be helpful for teacher in teaching writing using a picture.
- b. The result of this research can be used to improve the quality of teaching and learning process of writing.

G. Research Paper Organization

This study is divided into five chapters. The first chapter is introduction, which deals with background of the study, previous study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

The second chapter consists of review of related literatures, which presents underlying theory, theoretical framework, and hypothesis.

The third chapter is methodology of research, which consists of type of research, object of the research, the population, sample and sampling, data and data source, method of collecting data, and technique of analysis data.

The fourth chapter is the research finding and discussion. It is related to the difference in writing ability between the result of teaching writing a descriptive paragraph by using picture and by using conventional technique, testing analysis, hypothesis testing, and the result of teaching writing a descriptive paragraph by using a picture and the result of teaching writing by using a conventional technique.

The fifth chapter is conclusion, and suggestion.