

CHAPTER I

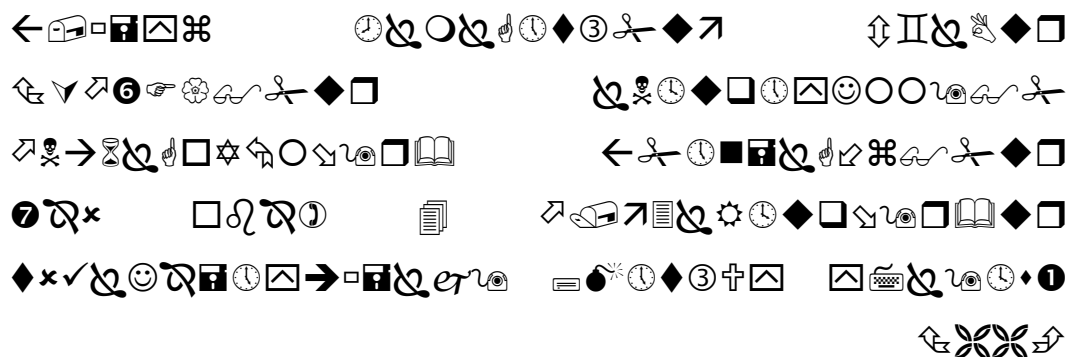
INTRODUCTION

A. Rationale

English is one of important language in the world. It is one of the most widely language spoken around the world as well as the most taught. A lot of educational information is in English. This implies that English language plays very important role in a nation's development. Thus, there is a need to teach the language to Indonesian students because school must produce competitive graduates who are sufficiently capable to face the globalization era.

Learn English will help us to communicate with people who speak a different language and to develop self learning. It is also helpful when we are looking for a job. Without the English language, we can barely live in this world.

Holy Qur'an Ar-ruum: 22

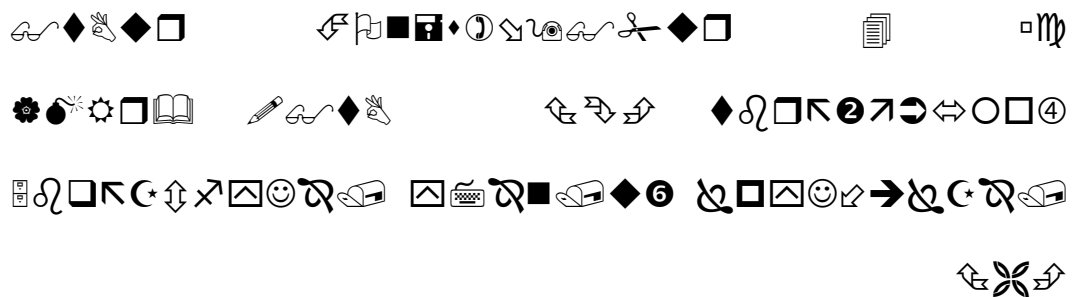


This verse explain that Allah creates something with different things, especially different in languages. It means that Allah orders to increase our faith toward the differences in our life. It is sign that Allah is Almighty.

Many books are written in English, especially for scientific books and almost every field of books. It demands people to understand that language, especially the text itself.

One of the skills in English is writing. It needs to be taught because it is the most essential form of communication. It is taught at school at any levels of study, either at Junior High School or Senior High School, even in the university. This kind of skill is classified into what we call as productive skill. As a productive skill, writing necessarily requires one to express his or her ideas, thought, feelings through words, phrases and sentences, as accurately as possible.

Writing is one of the most difficult skills that students of English need to master. In the era of international study, the ability to write assignment, thesis, and examination task is even the most the important in writing.¹ It also allows the writers to give information to others about their intentions, and permits them to express their feeling and emotion. Besides, it can help the students in learning process. Writing is a process of active activity. Because of this importance, Allah said in the Holy Quran Surat Al-Qalam verse 1-2 as follows:



¹David Bourne, *A Framework for Academic Writing Programmers*, Tefl Asian Conference, Paper Journal, Vol. 1, No. 02, p.2

These verses explain to us that Allah express the high honor to words, pen and scientific writing. Its means that Allah also orders to increase our faith, knowledge and so on, especially in reading and writing.

The writing mastery is not thing obtained naturally, but it needs to do training step by step. Therefore, in teaching learning process, the student must be involved especially in exercises and evaluation, in order they can be more competence in writing skill.

Writing, especially grammar, is one of writing problem faced by students in mastering English. Some students still confused in making English sentence correctly. This problem often causes error in making English sentence. Therefore, mastering grammar influences the students' ability in English, especially in written form.

The students' mastery in writing skill does not only depend on learning grammar. But, for more interesting, it can use media. Especially the mastery in writing skill through picture-cued sentence identification can be calm and direct their attention to the lessons they will receive.

Levie and Lentz said, proposed four functions of instructional media, especially the visual media is the function of attention, affective function, cognitive function, and compensatory function. Attention functions of visual media is interesting and directs the attention of students to concentrate on the content associated with the displayed visual meaning or subject matter accompanying text. Affective functions of visual media can be seen from the students' level of enjoyment when learning. Cognitive functions of visual media is the visual symbols or images to facilitate the achievement of objectives to understand and recall information or messages contained in the image. Compensatory function of instructional media is provides the context

for understanding the text helps students who are weak in reading to organize information in text and recall.²

Based on the opinion above, the writer concludes that there are four functions of instructional media, especially the visual media, namely is the function of attention, affective function, cognitive function, and compensatory function. Overall the functions of instructional media that used to value and to setting the steps of learning. So, it is more effective in teaching and learning process.

The function of media is also to setting the steps more effective learning and giving the feedback.³ The use teaching media in teaching and learning process accurately will not be boring and more creative.

A picture description is an ideal way of practicing English vocabulary in all sorts of fields. It is also a benefit for the students to learn writing English through pictures. Describing paintings or other art pictures is something for the advanced learner of English also have to talk about the impression on the viewer.

Picture-cued sentence identification is a part of assessment writing task. This kind of assessment is classified into intensive writing. Intensive writing requires students to demonstrate skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

²Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. RajaGrafindo Persada, 1997), p. 16-17

³Asnawir dan M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002) h. 13

Through the pictures, writing become easy to learned. It is very interesting and those pictures might help in teaching and learning. Because by using picture can increase students' motivation in teaching and learning.

A variety of picture-cued controlled tasks have been used in English classroom around the world. The main advantage in this technique is in detaching the almost ubiquitous reading and writing connection and offering instead a nonverbal means to stimulate written responses. There are three variety of picture-cued in writing assessment. They are picture-cued sentence writing (short sentence), picture description, and picture-cued story sequence.⁴

According to English teacher, some students had a problem in writing. There were difficult to produce English writing. They often made mistakes in structure of sentence, sometimes they have limited vocabulary in their writing.

Based on the problem above, the writer wishes to conduct a research entitled **“THE STUDENTS’ MASTERY IN WRITING SKILL THROUGH PICTURE–CUED SENTENCE IDENTIFICATION AT SEVENTH GRADE OF MTs PANDAK DAUN NEGARA ACADEMIC YEAR 2011/2012”**.

To avoid misinterpretation towards the title which is adopted in this study, the writer hereby feels necessary to explain some terms in regard to the title as follows:

⁴Brown, H. Douglas. *Language Assessment Principle and Classroom Practices*, (Longman: San Fransisco State University, 2004) p. 226

1. Mastery: great knowledge about our understanding of particular thing.
The particular thing that is meant about students' mastery in reading skill through picture-cued sentence identification.
2. Writing: It means anything that is written, such as letter document, manuscript of transcription⁵.
3. Picture-cued sentence: one of designing assessment tasks (perceptive writing).
4. Identification: something that identifies a person or thing

B. Problem Statement

The problem statement of this study is:

1. How is the students' mastery in writing skill through picture-cued sentence identification at MTs Pandak Daun Negara Academic Year 2011/2012?
2. What are the common errors of the students in writing skill through picture-cued sentence identification at MTs Pandak Daun Negara Academic Year 2011/2012?

⁵Larry Barkel. *Communication*, (New Jersey: Prentice Hall, 1981) p. 13

C. Reason For Choosing the Title

There are some factors that make the writer conduct this title, they are:

1. English is one of the most important foreign languages in Indonesia, and it is an international language in science and technology.
2. Writing is one important skills to be mastered in English fluently either written or oral.
3. Writing can help to develop students' ability to use language as a means of expression and communication.
4. Picture is an interesting media to improve teaching and learning. So, the writer choose picture-cued sentence identification to know the students' mastery and to know the common errors of students in writing skill through picture-cued sentence identification.

D. Purpose of the Research

Related to the statement of the problem, the purpose of this research is:

1. To know the students' mastery of picture-cued sentence in teaching writing.
2. To know the common errors of students in writing skill through picture-cued sentence identification at MTs Pandak Daun Negara Academic Year 2011/2012.

E. Significance of the Research

The results which are going to be achieved in this research are expected to contribute to:

1. Provide information about the students' mastery in writing skill using picture at seventh grade students at MTs Pandak Daun Negara.
2. Through this thesis, the researcher can learn more about English, learning and teaching English skills especially writing.
3. Enlarge and enrich the writer's knowledge of English education as a candidate of English teacher.
4. Enlarge the information for anyone who wants to do a research about such problem which is closely related to the object of this research.
5. Enriching literary source of the IAIN Antasari library.

F. Organization of Writing

This research consists of five chapters. They are systematically arranged as follow:

The first chapter contains introduction, which is consisting rationale, statement of problem, reason for choosing the title, purpose for choosing the title, significance of research, and organization of writing.

The second chapter contains theoretical review which is consisting of definition picture-cued sentence identification.

The third chapter contains method of research consisting of the subject and object of the research, data, source of data, technique of data collecting, design of measurement, techniques of data processing and analysis, and research procedures.

The fourth chapter contains report of research result which is consisting of conclusion and suggestions.

The fifth chapter is closure, which consists of conclusion and suggestions.