CHAPTER I
INTRODUCTION

Chapter 1 presents several topics, namely: background of the study, statement of problems, purpose of the study, scope and limitation, and definition of key terms. Each section is presented as follows.

1.1 Background of Study

Basically, English in Indonesia is taught in all education levels which are from kindergarten until university level. Teaching English to students are extremely important, because teaching English can provide knowledge to every students. If students have a good knowledge, they able to globally. On the other hand, English is more dominant between other languages in the world, it makes English one of the most used international language.

Teacher plays an important role in the classroom. When the teacher conveys the matter to students, the teacher also uses many technical media to make students easier. Media can be used to teach English such as the visual media, audio media, audio visual media, and others. Based on Hamalik 1986 (cited in Arsyad 2014), media are everything that can be used to channel the message of learning (material), thus, it can excite attentions, interests, minds, and feelings of students in learning activities to achieve the purpose of learning.

In this case, media are able to improve learning outcomes often used is media visual. The use of media in learning process such as visual media is not just an effort to help teachers, but also it helps students in learning by using media.
Students will focus more on the efforts made by teachers. Media use this visual be consistent with the goal of teaching writing descriptive text. According to Arshad (2011), a successful use of media based visual is determined by the quality of materials visual itself. This could be achieved by regulating ideas, called him carefully, and use basic techniques visualize object, the concept, information, or situation. Although the designer of media learning is does not have the background of professional, he or she instead knows some fundamental principles and guidance in order to meet the needs of media uses based visual.

There are many kinds of media, one of them is visual media. Visual media is media which can be viewed by using the sense of sight Susanto (2010). Therefore, picture series that included in visual media types, because picture series is the scribble that is intentionally created in form of 2 dimensional picture in a series which implies a certain thought or feeling. Using picture series media that can help students to understand how writing in descriptive text. Therefore, to make students easier in writing descriptive text, picture series can build imagination of students and from the picture of students can write based on what they see.

In writing a descriptive text, we need a picture or an object as media to develop our ideas or imaginations and then results from the idea we write in sentences or paragraphs, because descriptive text is a paragraph about the impression to readers about object, the idea, place, or events clearly. Through description, the reader is invited by writers to roam using our sense, readers can see, kiss, heard, or feel what is written. It means that reader could feel what it is written in reading an essay. When students want to describe a picture or object, students have to observe the picture and then wrote the direct observation into the form of paragraph. Pictures can build imagination as well as the students’
awareness about a visual object media, especially picture series media of writing the text description. Additionally, the imagination or ideas in writing a paragraph can be easily arise when we observe a picture or a specific object. Because of that, using media can help students to write descriptive paragraph.

A study conducted by Wulandari (2009), who exploits learning media intrinsically which aim to increase the efficiency and affectivity of learning. Students are expected to use it as many as possible their sensory to perceiving, hearing, feeling, involving and in the end they have knowledge, attitude, and skill as a result of study by helping of media. On the other hand, picture is painting, drawing, and sketching of something with information in the form of sign. Therefor, picture series media can be use to increas students’ understanding about descriptive text.

Based on the description above, the researcher is interested in conducting the research that focuses on how the teachers implements picture series media and advantages and disadvantages of picture series media in teaching writing descriptive text at Mts Muhammadiyah 1 Malang.

1.2 Statement of the Problems

Based on the background of study above, there are two questions that explore the use of picture series media in teaching writing, especially in descriptive text. The research problems are:

1. How does the teacher at MTs Muhammadiyah 1 Malang implement picture series in teaching writing descriptive text?

2. What are advantages and disadvantages of using picture series in teaching writing descriptive text?
1.3 Purpose of Study

The purpose of study are formulated to answer the research questions. The purposes are described as follows:

1. To know how the teacher implements picture series in teaching writing descriptive text.
2. To identify the advantages and disadvantages of using picture series in teaching writing descriptive text.

1.4 Significance of Study

This study has theoretical and practical benefits. Theoretically, this study be consistent in using study or research is intended to give contribution in Indonesian education, especially in describing the implementation of picture series media in teaching writing in terms of descriptive text at first grade of MTs Muhammadiyah 1 Malang.

On the other hand, practically, this study is intended to give contribution, especially for the English teachers, the students of University of Muhammadiyah Malang, and the other researchers. For the English teachers, this study is expected to give information related to the implementation of picture series media. Then, for UMM Students, this study is expected to give a good consideration in making interested media in learning English. The last, for future researchers, this study is expected to give informative references for the future study which deals with this similar topic.
1.5 Scope and Limitation

This research focuses on the use of picture series media. The scope of this study is writing descriptive text. The study is limited to first grade students of Mts Muhammadiyah 1 Malang.

1.6 Definition of Key Terms

The definition of key terms is aimed to avoid misunderstanding and misinterpretation. Accordingly, the writer presents some terms as follows:

1. **Pictures series**: Picture series could be one product of their own creation to tell any stories to make their friends understand with what they talk about.

2. **Teaching**: a process of interaction between teachers and students in achieving the purpose has been definite.

3. **Writing**: a skill that is grounded in the cognitive domain. It involves learning, comprehension, application, and synthesis of new knowledge

4. **Descriptive text**: contains paragraph about the impression to readers about object, the idea, place, or events clearly