

CHAPTER I

INTRODUCTION

1. Background of the study

Writing, especially in English is not a light work for many teachers, therefore not all teachers of Senior High School teach this subject although writing is also one of the objective of teaching English at the SMA. Relating to the statements above, Marquardt states:

"Teachers of English as a second language who teach composition complain constantly of being on the horns of a dilemma: How to control the writing of their students so they do not practice making errors, and how at the same time to train them to communicate effectively in English" 1)

For English teachers, teaching writing is a tiring job, mainly because they have to correct a lot of papers full of language errors with the limited time provided. While for students, writing is viewed as an unpleasant thing for they have nothing to say and they have to avoid making as many mistakes as possible. They consider the writing tasks given as uniformly dull. From Protherough's point of view, to have "nothing to say" means:

"Writing is a meaningless chore to be undertaken for the teachers' benefit not for mine, and therefore to be avoided if possible or writing demands special qualities

1. Marquardt, Composition in English as a Second Language: Cross-Culture Communication, Forum vol VI no 1, Jan-Feb 1968, p. 2.

like imagination or creativity and I don't have them" 2).

On the other hand, learning to write is one of the important parts of school as Protherough says : "Learning to write is very important because nearly everything you do in school you write about" 3). Moreover the ability to write is related to the sense of social judgement. "An illiterate person does not get on far in life, and also many people think it is a sign of stupidity" 4).

To Chastain the ability to write is recognized in society and in the schools as an important objective of language study. Furthermore, he adds that writing also helps to solidify the students' grasp of vocabulary and structure and complements the other language skills 5). He considers that the writing skill can strengthen the mastery of other skill. Therefore, writing in English is important to be given to SMA students although it is very simple in form, such as copying or using sentences taken from reading comprehension passages. Christina Bratt Paulston and Mary Bruder say : "Writing tends to increase

2. Robert Protherough, Encouraging Writing, published by Methuen & Co Ltd, London, 1983, p. 9.

3. Ibid, p.6.

4. Ibid.

5. Kenneth Chastain, Developing Language skills, Rand Mc Wally College Publishing Company, Chicago, 1976, p. 363-364.

retention and makes available a source for later reference" 6). It is of course understandable why writing is also one of the objectives of teaching English at the SMA although it is not the first and the foremost one. Another reason why writing had to be given to SMA students is the consideration of getting better future for them. By mastering the ability to write in English although in the simple form, SMA graduates are supposed to have better jobs later since many companies need such a skill in the present days. To this point Protherough gives his opinion about the importance of writing:

"Writing is important because it will gain you qualifications and enable you to obtain and succeed at a job at an appropriate level" 7).

He further says:

"Children must learn to write because they will need that ability as working adults or in order to succeed at school" 8).

Although it is tiring for both the students and the teachers, if it is done with interesting aids, it can reduce the students' boredom and help them to express their ideas, interests, feelings in English in their

6. Christina Bratt Paulston and Mary Newton Bruder, Teaching English as a Second Language: Techniques and Procedures, Winthrop Publishers. Inc. Cambridge Massachussets, 1976, p. 204.

7. Protherough, op.cit., p.5.

8. Ibid

limited English vocabularies and structure. With the existence of pictures the students will enjoy the teaching-learning activities. Zhang Guoqiang pointed: "Pictures help to visualize the information and make the teaching more vivid, concrete and enjoyable" 9).

Li-Shing and Stanulewicz state that pictures have an irresistible appeal for the pictures can create suspense and surprise as well as interest 10). The existence of pictures in teaching learning activities are necessary because they can bring an air of something unusual when the students begin to be bored in learning a lesson 11). Those statements are supported by de Kiffer and Cochran who say that: "Pictures help provide motivation for students and bring interest to the learning situation" 12). It is clear that pictures can be a great help for students in writing. They do not only motivate students in writing but also raise the students' interests in writing composition.

9. Zhang Guoqiang, "Reinforcing Communicative Activities in Teaching EST", English Forum, Vol. xxvii, no.1, Jan 1989, p.38.

10. Tang Li-Shing," English Through Pictures", English Forum, Vol. xix, Oct 1981, p.11.

11. Danuta Stanulewicz,"Stories in Pictures", English Forum, Vol. xxviii, Oct 1990, p.34.

12. R.E. de Kieffer and Lee W. Cochran, Manual of Audio Visual Techniques, Prentice-Hall inc, Englewood cliffs, New York, 1962, p.26.

Realizing how important writing is for SMA students, the teacher should try to teach the students with various techniques and strategies to help the students in learning a foreign language. Zhang Feng Xing expresses his idea : "We employ various techniques and strategies to raise students' ability in learning a foreign language" 13).

In this case, the writer is interested in discussing the use of pictures in teaching writing to SMA students. By using pictures, the students will write more easily so their writing ability will be improved. To this point, Zhang gives his opinion :

"Through lively and effective classwork, the students not only acquired some knowledge of English and the subject matter but also improved their writing ability" 14).

It is for this reason that the writer has chosen the subject matter under discussion.

2. Statements of the problem

This study is taken to shed light on the questions dealing with the importance of writing skill in mastering English as a foreign Language. Thus, efforts are directed to find the answers to the following questions:

1. What are the advantages of teaching writing using pictures ?

13. Zhang Feng Xing, "Techniques to Teach Writing", English Forum, Vol. xxvii, no.1, Jan 1989, p.38

14. Guoqiang, loc. cit.

2. How can teaching writing through pictures be applied in SMA ?

3. The Objectives of the Study

Derived directly from the above formulated questions, the general objectives of this thesis are to find out the advantages of teaching writing using pictures and the techniques in teaching writing using pictures.

4. Significance of the Study

The suggestions given in this study are expected to give some valuable contributions to teachers of English to teach writing through pictures to SMA students. It is hoped that this suggestion will help the students to improve this difficult skill.

5. Limitation and Scope

This study is dealing with the technique of teaching writing through pictures. Pictures here refer to pictures in which things are happening and the use of pictures are directed to SMA students at the fifth and sixth semester for they have enough vocabulary and grammar background knowledge which have been given since they were still SMP. The writer limits writing only to Narration in applying this technique.

6. Definition of Key Terms

To avoid misinterpretation and misunderstanding, it

is necessary to define the following key terms:

1. Picture

Pictures here refers to a context-oriented picture--one type of picture which depicts a situation or topic and includes several people and action 15).

2. Teaching

According to Brown, teaching is showing or helping something, giving instruction , guiding in the study of something, providing with knowledge, causing to know or understand 16).

3. Writing

Alec King, MA, defines writing as a way of moving the mind to a livelier interest, a way of stimulating it, a way of making one's inner life of thought and feeling more solidly present and shapely 17).

4. Technique

A technique is implementational which actually takes place in a classroom. It is a particular

15. Carol J. Kreidler, Visual Aids for Teaching English to speakers of other Languages, Washington D.C : US Information Agency, 1968, p.4.

16. H. Douglas Brown, Principles of Language Learning and Teaching, New Jersey : Prentice-Hall, Inc, 1980, p.7.

17. Alec King, MA, Writing, Longmans Green & Co, Melbourne 1955, p.9.

trick, strategy, or contrivance used to accomplish an immediate objective 18).

7. Methodology

This study is a library research. To obtain the necessary information, the writer has read some books, articles and papers about the theories of writing and the use of pictures, and some other related theories.

8. The Organization of the study

This study consists of five chapters. In Chapter one the writer presents the introduction of the study. Chapter two conveys some theories related to this study, and chapter three talks about pictures as a means to teach writing. In Chapter four the writer discusses the kinds of composition using pictures and how to present them. Finally, in chapter five the writer gives her suggestions and conclusions concerning this study.

18. Jack C. Richards and Theodore S. Rodgers,
Approaches and Methods in Language Teaching,
Cambridge University Press, London, 1986, p. 15.