

## CHAPTER I

### INTRODUCTION

#### 1.1 Background Of Study

In the daily life of humans require language as a communication tool. Every nation, tribe and culture has a different language. Without language humans can not communicate properly. A language is many things – it is a system, a code, a set of conversation, a mean of communication to mention only a few (Thomson, 2002: 22). According to Judit (2008: 46), by language learning we mean studying another language in order to communicate with members of different linguistic and ethnic groups, and to speak, read and write in a language that is not one's own. According to Javed (2013: 130), language as a set of a few specified vocal symbols that help the human beings to communicate with others. Also Javed define language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. Teaching language is important, because it gives the students more responsibility for their own language development.

Due to the importance of language in human life it must be studied well, especially English as a second language. English is the International language. The four main skills of the English language are reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Javed, 2013: 130).

Based on the information above, writing is one of the most important abilities and difficult to learned by the students. Writing is also so important because students are required not only fluent in speaking English but also well in writing.

In junior high school, writing is one of difficult subjects. Some difficulties are that the students lack of preparation before learning writing and they do not have enough competence to follow the writing subject. It happens because they are rarely practice writing both in the home and the classroom.

From the observation result, the English teacher said that the goal of teaching writing in SMK Muhammadiyah 2 Ponorogo especially at the first grade was not yet totally achieved. This phenomenon was arising because of some problems. The input of students was low, lack of vocabulary, and lack of reading. Grammar was one of the complex issues faced by the students because most of them did not know well about the formula. They just remember at that time what they learned. So, these problems caused the students uninterested in writing activity. In addition, they were often less enthusiastic in participating in writing class.

To help the problems above, it can be done by using media in the teaching learning process. There are various types of media that can be used, one of them is the audio-visual media. Audio-visual media is one of the media which can help improve students' skills in writing. According to Aketunji (2000) in Ashver (2013: 45), audio-visual materials when effectively used have these advantages. They lessen major weakness of verbalism, humanize and vitalize subject matter,

provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils.

Based on the explanation above and also because of the lack of reference raised about research using audio-visual media, the writer is interested to use Audio-Visual media to improve students' writing skill at the first grade of SMK Muhammadiyah 2 Ponorogo.

## **1.2 Research Problem**

In line with the background of the study, a research problem is formulated as follows:

“How can the use of Audio-Visual media improve students' writing skill at the first grade of SMK Muhammadiyah 2 Ponorogo in the academic year of 2016/2017?”

## **1.3 The Purpose of The Study**

Based on the statement of the problem, the purpose of this research is to find out how the use of Audio-Visual media in teaching writing can improve students' writing skill at the first grade of SMK Muhammadiyah 2 Ponorogo in the academic year of 2016/2017.

## **1.4 Scope and Limitation of The Study**

The scope of this study is for the first grade of SMK Muhammadiyah 2 Ponorogo.

The research is limited on the students writing skill by using Audio-Visual media. There are many media which may be used in teaching writing, but the researcher chooses this media because of on the researcher's opinion that it has positive advantages to motivate students to master the writing skill.

### **1.5 Significance of The Study**

This study is hoped to be able give some positive contribution to the English language learning context especially in teaching writing and will be beneficial for many sides such as for: students, teacher, school, and the next researcher:

1) For students

The result of this study may help the students to improve their ability in writing narrative text by using Audio-Visual media and may help students to avoid their learning boredom.

2) For teachers

This Audio-Visual media can be an alternative that used by teachers as a media in teaching and to develop teacher creativity in teaching English.

3) For the school

It can become more developed school with good learning quality and it will make a right decision to use some media to support teaching and learning process.

4) For the next researchers

They get experience and knowledge in the use of Audio-Visual media in teaching and learning English.

## 1.6 Definition of Key Terms

*Writing* : A complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes (Tanh Huy: 2015).

*Audio-Visual media* : An aid as training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc used in classroom instructions, library collections or the likes (Ashaver: 2013).

