

I. INTRODUCTION

A. Background of the Problem

English is a very important and needed language because English is crucial problem. In our school, English is learnt as a foreign language. The students are expected to have skills in English that involves listening, speaking, reading, and writing. However, students do not master the four English skills very well, especially in writing skill. Based on School-Based Curriculum/Tingkat Satuan Pendidikan (Depdiknas:2006) the students should be able to communicate in oral and written text, by using English, in form of descriptive, narrative, anecdote, analytic exposition and hortatory exposition text. In fact, the teachers still face problem of how to teach all the components properly.

The students are not capable in all of language skills. For example, students that have ability in speaking skill do not guarantee that they have ability in other skill, like, speaking, listening and also writing. In fact, many students are not capable in writing skill. These can be happened because writing does not take a part in middle or final examination of the students. It is because nowadays the items tests in form of multiple choices are not easy. More or less, these affect students' ability in writing skill.

School-based Curriculum/KTSP stated that students in SMP grade VIII will be able to write in narrative, anecdote and descriptive. Based on the writer experiences during PPL in the SMP NEGERI 1 NATAR LAMPUNG SELATAN, shown that, when the teacher asked students to write a paragraph, the students said that they did not know how to write and they cannot link sentence into coherent ideas in the target language. In other words, the students found difficulties in their writing.

Furthermore, Susanti (2006:2) find out that even though the students know or have the idea of what they are going to write but they do not know how to put their ideas into paragraph of descriptive text. For example the students already having the ideas in their brain but they did not know how to write their ideas, because they do not understand to write their ideas into descriptive text.

Furthermore, Pahleri (2003:2) recognizes some difficulties in term of teaching writing, those can be caused by the students factor and the process of teaching writing. And also the factors of this problem may be in appropriate use of technique in teaching writing. For this reason, the writer wants to figure out the way to solve this problem.

Referring the explanation above, Wilkins (1983:4) said that students' learning depends on the effectiveness of the teacher's techniques and prepare the interest material. The English teacher also needs to be creative in preparing material and creating such new techniques. Therefore, the use of various teaching techniques is necessary for motivating students to learn English, as well as for adjusting the material and avoiding the students' boredom.

Djaja quoted by Susanti (2006:2) also states that one of the objectives of education is to encourage the students' motivation which certainly needs the techniques and media that interest the students to explore their knowledge in learning the target language. Recently, the educational experts stress the importance of visual aids because most people learn easily through their eyes. Jhon Watton (1996:186) classifies visual aids that can be used for teaching writing into two parts: pictorial aids and models. Pictorial aids are divided into pictures, maps globes, films, graphs and slides. It means that, teaching or developing students' writing ability can be done by using pictures and many others. That have been done by Nilawati Idrus stated that Pictures can develop Students' of Senior Junior School descriptive writing ability.

For the explanation above, on this research, the writer will use picture in order to develop students' descriptive writing ability, (Zainuddin, 1984:3) picture is one of visual aids that can raise the students' motivation in learning English. Pictures bring not only images of reality into the unnatural world of the language classroom. In teaching descriptive writing through CTL by using pictures the students will describe something or someone based on the picture itself. The writer applied CTL approach because that can help the students succeed in understanding or creating descriptive text in a long range life. The writer infers that by CTL, the teacher can create a natural environment in a classroom and also with the teacher' role as an organizer, facilitator, and motivator will make the students feel relax and engage the students active in learning. Because CTL help us relate subject matter content to real world situations and motivates the students to make connections between knowledge and its

applications to their lives as family members and engage in the hard work that learning requires. So, the writer assumes that by teaching descriptive paragraph writing through CTL by using pictures the students are hoped to be able to understand the subject easily, because pictures are interesting and enjoyable for the students. By seeing the picture, it makes the students easier to tell that thing or person looks like. Pictures provide students more opportunity to use English in real situation.

In addition to this, the philosophy underlying CTL that was based on John Dewey's research emphasizes on students' interest and their current experiences. In this case the need to relate the subject material taught at schools with the students' real-life experience is absolutely needed since it will be very beneficial for students. It is also supported by the research findings of the previous research by Elly (2008) in her study case also stated that CTL improves students' ability in writing descriptive text in SMPN 1 Ambarawa. Ratna (2005) which shown that CTL improves students' ability in writing descriptive text significantly by CTL. So, the teaching learning at schools must always involve students' real world and experience to make them aware of benefits of their learning.

Considering the background above, this study applies CTL by using pictures method to improve students' ability in writing descriptive text. This research is different from previous research by Elly and Ratna because in here the writer focused on the descriptive text in terms of unity and coherence in Contextual Teaching Learning (CTL) by using pictures. The researcher infers that through CTL by using pictures, teacher can create a natural environment in a classroom and also with the teacher'

role as an organizer, facilitator, and motivator will make the students feel relax and engage the students active in learning and pictures as the visual aids can make the students interest and enjoy. The learning environment is created naturally here.

Furthermore, CTL gives the student time to practice and to reflect themselves. CTL puts the students as the center of an active learning process, and picture will be help the teacher to applied the CTL method. Hopefully it can overcome the students' problem and also improve their ability in writing descriptive text.

By this research, the writer wants to find, whether through CTL by using picture is effective to be used in improving students' descriptive writing ability. Therefore, the writer entitled her paper "Improving Students Descriptive Writing Ability through CTL by Using Picture for the Second Year Students of SMP NEGERI 1 NATAR LAMPUNG SELATAN."

B. Formulation of the Problem

Based on the background discussed above, the writer would like to take the main problem as follows:

- In general, is there any significant improvement of students' writing descriptive paragraph after they are taught through Contextual Teaching Learning (CTL) by using picture?
- Specifically, is there any improvement of students' ability in writing descriptive paragraph text in term 1) content, 2) grammar, 3) organization, 4) vocabulary?

C. Objective of the Research

- In general, the objective of this research is to find out whether there is any improvement or not of students' descriptive writing ability after they are taught through CTL by using picture.
- Specifically, to find out whether there is any improvement of students' ability in writing descriptive paragraph in term of content, grammar, form, and vocabulary or not.

D. Uses of the Research

This research is used as follows:

1. Theoretically, the result of this research will the previous theories about the Contextual Teaching Learning (CTL) can be applied in teaching English, especially in writing Descriptive text.
2. Practically, this research can give contribution for the teachers in teaching Contextual Teaching Learning (CTL) by using picture.

E. Scope of the Research

The research was conducted to the second year students of SMP NEGERI 1 NATAR, Lampung Selatan. Based on *KTSP*, in the second semester the students should have been taught about paragraph writing especially in descriptive writing. In this research, there were two topics of descriptive text, they were describing place and describing a

person. Therefore, the pictures that will be used in this research are pictures and person. The students' achievements of descriptive text writing through Contextual Teaching Learning (CTL) that will be evaluated based on content, organization, vocabulary, grammar. The tests were given twice, they were pre-test and post-test. This research was being held for six times. The treatments were taken 2 x 40 minutes.

F. Definition of Terms

There are some terms used by the writer and to make it clearly, the writer will give some definition as follow:

- Writing is one of language skills in which the students learn how to get ideas and expresses the ideas in written form by applying grammar, vocabulary, and organization in coherence and unity.
- Teaching Writing is the teaching processes to help the students express and develop students' idea into a paragraph or text and write the main idea then develop it with good coherence.
- Descriptive Text is a composition that consists of sentence that develops the main idea that makes the readers see or paint a verbal picture. It also conveys the physical or abstract image of persons, event, ideas, and objects.
- Contextual Teaching Learning (CTL) is the method in teaching and learning that relates subject matter content to real word situation and

motivates students to make connection between knowledge and its application to their lives.

- Picture is one of visual aids that can raise student's motivation in learning English. Picture is not only provides bases for answer to factual questions but also stimulate a variety of creative expressions.