

Chapter One

Introduction

This chapter presents the background of research in detail. The chapter classified into several sub-title as follows: researcher presents the background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, and advantages of the study.

Background of the Study

Internship program is a time for training which is implemented by students in a company or organization and through internship students learn by doing in the experimental education (Miller, 2009). Internship program becomes a way for students to develop their skills and apply the knowledge that they are learning in the collage. Miller (2009) also cited that the student get real experience from the real work experience that the competitive of the job seeking is hard after graduation. In the internship program, the students did the real action on teaching and learning activity.

English Education Department of UMY has the internship program as the teaching practice of the student. The students of English Education Department represent as the student-teacher in the school. The internship program is the program where the student-teachers teach in the school and implement the theory in language learning material to the real action. The English Education Department of Universitas

Muhammadiyah Yogyakarta student in the internship program represent as the student-teachers. The student-teachers have to finish the internship program in each semester. In the first and second semester, students have to teach in the Elementary school. The student-teachers teach in Junior high school in the third and fourth semester. The final teaching practicum is in the fifth and sixth semesters at Senior high school.

In internship program, student-teachers teach four language skills, namely reading, writing, speaking and listening. One of language skill is considered as the difficult task is writing. Writing is another way to share a writer's idea, experience or knowledge to the other people. Writing is commonly used for specific purposes. For student, writing is one of skill from four language skills to master a language. Writing may well be considered the most difficult of the language skills. Writing is a complex process of creating verbal meaning which calls into effect an individual's task environment, motivation, prior knowledge, and cognitive skills (Hayes, 1996). Writing skill is considered as the difficult task for students. There are many reasons why students consider writing as the difficult task. The psychological problem, linguistic problem and cognitive problem are the common problem in writing task (Ariningsih, 2010). The psychological problem relates to the delivering of language. Speaking allows us to have an interaction directly with the other people who give the feedback from the utterance. Writing, on the other hand, is basically an individual activity. The writer has to write on his or her own without possibility to interact or getting feedback. It is the reason how the writing is considered as the difficult task.

The other students' writing problem is the linguistic problem. A writer is demanded to have good linguistic features such as correct sentence, structure, appropriate transitional words, cohesion and so forth. The next is a cognitive problem. Writing is learned through a process of instructions. The students also have to learn how to organize the ideas in such a way that the writing or the text can be understood by a reader who is not present and perhaps by a reader who is not known to the writer himself.

The learning media is one of the important things in the learning process. Arsyad (2004) defined the media in the learning process as graphic equipment, photographic, or electronics to catch, process, and reconstitute information visual and verbal. The student teacher should have the best teaching writing strategy to encourage the student motivation in writing activity in the classroom.

Student teachers create their own strategy or adapted the other strategy. Teaching writing is focused on what goes on when learners write and what the teacher can do to help the learners get into a good writing. In teaching writing skill, the teachers need to know the students' needs and abilities. This is necessary as they ought to consider what to teach and how to teach writing to the students. Also, they are required to be creative and innovative in developing inputs to explore the students' writing potencies. Based on the background above, the researcher is interested in conducting research on The English Education Department of

Universitas Muhammadiyah Yogyakarta Students' Perception on the Use of Pictures in Teaching Writing in Internship Program.

Identification and Limitation of the Problem

Based on the researcher's experience, researcher identifies some problems faced by students of EED UMY in teaching writing during the internship program. Internship program makes student-teachers find the right strategy to teach writing. The problems include the lack of student language proficiency and difficult to develop the writing idea and the student less-interesting in writing activity. This students' writing problem also make the student-teachers get problem to deliver the writing material. However, the writing difficulties can be solved with appropriate strategy to students learning style. The strategy to help the student-teachers to teach writing, which interests the researcher is using pictures in teaching writing. Therefore, this research is limited only to investigate the use of picture as the learning media to help the student-teachers to teach writing.

Formulation of the Problem

Based on the background, this study is intended to investigate the following research questions:

1. What are students' of English Education Department perceptions on the use of pictures in teaching writing in internship program?

2. What are the problems faced by the students of English Education Department on the use of pictures in teaching writing in internship program?

Objectives of the Study

1. To investigate students' of English Education Department perceptions on the use of pictures in teaching writing in internship program.
2. To find out the teaching writing problems on the use of pictures faced by the students of English Education Department in internship program.

Advantages of the Study

This study is expected to give some benefits for the researcher and students and the teacher.

For researcher. After doing this research, this research increases the researcher's knowledge about the strategy in teaching writing. Besides, the researcher understands the use of pictures as the one of strategy in teaching writing. Then, the researcher can implement the use of pictures in her classroom activity later.

For student. This research is hoped give benefit for the student to improve their writing skill. The students can be interested to join the writing activity. Then, the students would be more creative in produce the writing text. Then, the students writing skill is improved.

For teacher. For the student teacher this research enriches their knowledge about the use of pictures in teaching writing. The teacher understanding about the use

of pictures in teaching writing would be improved the benefit of the use of pictures itself. The teacher can take the use of pictures as their teaching strategy in the classroom activity.