

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Writing might become a challenge for L2 learners to master. Richards (2002) contended that the difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. Moreover, writing appeared to be an unpleasant experience for many students in English as Foreign Language (EFL) countries such as South East Asia countries and Japan (Ariyanti, 2016). It became a complex task for the students to complete, even for college students because writing involved great integrated activities and processes such as cognitive effort, attention control, and self-regulation to make it become coherent and meaningful (Graham & Harris, 2003).

In addition, it is quite interesting to discuss facts that can influence the students' writing; one of them is ignoring the seriousness of teaching writing proficiency in the early age (Ariyanti, 2016; White & Hall, 2014). For this reason, to teach descriptive writing, the use of photovoice could develop students' ideas. Wang (1999) defines photovoice as a "process which people can identify, represent, and enhance their community through a specific photographic technique". It enabled participant to share their stories by taking photographs and involving selecting images that most accurately reflected the issues, explaining what the photographs mean, and identifying theories, issues

and themes that appear (Wang, 2005 as cited in Schell et. al. 2009). In this regard, writing descriptive could be more interesting if photovoice was used as guided writing. Rubrico and Hashim (2014) proved that photovoice interface empowered students to be proactive in their language learning and improvement of their teaching skills.

Photovoice has been extensively investigated by many researchers. For example, in women health, Wang (1999) revealed that photovoice is an ideal participatory technique through which participants can document, critically analyze, and improve these contexts that affect women's health. Moreover, Schell (2009) stated that photovoice is a successful tool for conducting research, teaching students to think critically, and introducing students to a new medium to create knowledge. Last, in sport education, Treadwell & Taylor (2017) defined that photovoice can be a powerful advocacy tool for teachers to promote their students' learning, as well as their programs. However, there was a gap, which there was no enlightenment about teaching writing using photovoice. Therefore, to fulfill this gap, I conducted this study in order to investigate the key issues in teaching descriptive writing using photovoice from sociocultural perspective.

## **B. Formulation of the Problem**

What are the key issues in teaching descriptive writing with photovoice mediated in two different classes at Senior High School in Indonesia?

## **C. Operational definition**

Here are some definitions about terms that related to this study in order to avoid misunderstanding the terms.

1. Photovoice: a process which people can identify, represents, and enhance their community through a specific photographic technique.

2. Comparative study: the analysis and synthesis of the similarities, differences and patterns across two or more cases that share a common focus or goal.
3. Socio-cultural Perspective: theory about how students comprehend material in many different ways.

#### **D. Aim of the Study**

This study aimed at investigating the key issues in teaching descriptive writing using photovoice.

#### **E. Significances of the Study**

1. Theory: This study expanded the pedagogic approach to guide students in making a descriptive text.
2. Practice: This study served pre-service teachers with a teaching writing technique using photovoice.

Research: This study provided empirical insight into what the key issues in teaching descriptive writing using photovoice in two different classes.