

CHAPTER 1

INTRODUCTION

1.1 Background of the study

English is a tool for communication and writing. Communicate the meaning that is understood and reformed, thoughts, feelings, and develops science, technology, and culture.. The ability to communicate with the ability to discourse, namely the ability to understand and produce oral text and paper that is realized in the ability of the skills. Reading is one of the four interesting skills covered in Indonesian subjects. Speaking skills are speaking and writing. These skills are important for those relating to English that are intended students (listening and reading skills). While the ability to produce text / writing text is developed through speaking skills (speak up) and write (speak up).

The ability to understand written text is needed to get good information in the field of science and technology. Therefore the ability this written text (reading ability) really needs to be developed. With this ability, students will be able to develop themselves by reading text printed in Indonesia and English. In English junior high school (SMP) level subjects, students are required to be able to understand and create a variety of short functional texts and monologues as well as forms.

Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. Descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive text. In writing the descriptive text, students often find some difficulties. The students usually feel difficult to organize their ideas. Furthermore, many students made some mistakes and faced difficulties to build and develop their imagination.

Descriptive text is a genre that usually taught at school. Gerot and Wignell (1994: 208) states descriptive text is a text that describes a particular person, place, or thing. Descriptive text contains some elements, such as social function, generic

structure, and lexicon grammatical features. All the elements have to exist in a descriptive text.

Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described. Description is giving information about specific participation.

Descriptive text focuses on specific participants, use of nominal groups, and simple present tense. In vocational high school, descriptive text is one of texts which is learned at the tenth grade students. But, the students usually faced difficulty in writing descriptive text because it must use present tense which is complicated for them and they have the little vocabulary in writing especially in writing a descriptive text.

Based on the statement above, teachers must be able to organize learning-teaching activities. They have to master the materials, methods and also technique or strategy to make the students understand and apply descriptive writing matters in practice. A good technique can help the students in comprehending and mastering the lesson. One of the teaching failures is caused by an unsuitable method or technique in teaching-learning process. There are a lot of methods and techniques to get the English teaching effectively.

The students do not understand clearly about descriptive text, how to identify the descriptive text, and how to describe persons, places, and things in English writing. Beside that, the teacher uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted. Therefore, the teacher needs to be more creative in teaching, including the use of technique.

1.2 Statement of the Problems

Based on the background above the formulation of the problem in this research:

- 1.2.1 How is the level of understanding of eight grade students at SMP N Satu Atap Ankiko regarding descriptive text?
- 1.2.2 Are the students at SMP N Satu Atap Ankiko able to write descriptivetext using picture?

1.3 Objectives of the study

The objectives of the study are as follows:

- 1.3.1 To know the level of understanding of eight grade students at SMP N Satu Atap Ankiko regarding descriptive text.
- 1.3.2 To find out whether the students at SMP N Satu Atap Ankiko able to write descriptive text using picture or not.

1.4 Significances of the study

The result of this study can provide useful information for:

1.4.1 Teachers

The result of this study is useful for English teachers at Junior High School level to get information about teaching descriptive writing using clustering technique.

1.4.2 Students

The result of this study will give an input to the students to improving their ability in writing. They researcher For further researchers who are interested in teaching descriptive writing at junior high school level can get the basic information from this study to do the further research.

1.5 Scope and Limitation

From the title of the proposal above, the writer only focusses on increasing the ability of junior high school student in descriptive text by using pictures. These pictures include the pictures of a person, place, animal and others.

1.6 Definition of Terms

There are terms to be defined in the title of this thesis to avoid misunderstanding of the readers as follows:

1.6.1 Descriptive text is a text that aims to describe or explain about something clearly and in detail. In this lesson, descriptive text that relate to humans or how to describe something.

1.6.2 Writing is a process that is translated from language so that the message conveyed by the writer can be understood by the reader.

1.7 Organization of the Study

The organization of study facilitates the readers in discussing the problem presentation and helps readers to understand what they read easily. This study is divided into three chapters. Chapter one is introduction. It consists of six parts: the background of study, the statement of problem, the scope and limitation of the study, the objective of study, the significance of study, and the organization of study. Chapter two is review of literature. It consists of five parts: the previous study, descriptive text, Pictures, the types of descriptive text, and why writing activities. Chapter three is research methodology. It consists of five parts: the research design, subject of the study, instrument, procedure of data collection and technique data collection.