

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the language skills that are important in mastering English, besides speaking, reading and listening. Writing cannot be produced without writer's grammar and vocabulary mastery. According to Nunan, Each candidate will be required to write a short English composition, correct in spelling, punctuation, grammar, and expression, the subject to be taken from such work of standard authors announced from time to time.¹ There is other important difference well. Write unlike speech, is displaced in time. Indeed, this must be one reason originally why writing evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stored and referred back to at any time.²

Writing is also about expression and impression. Writers typically serve two masteries: themselves and their own desires to express an idea or feeling, and readers, also called audience, who need to have ideas expressed in certain ways.³ To have a good ability in writing, writers not only need to study about it, but they also need practice seriously and continuously in order to develop their skill well.

¹ David Nunan, 2003, *Practical English Language Teaching*, New York: McGraw-Hill, p. 89

² _____, 2001, *Designing Task for Communication Classroom*, United Kingdom : Cambridge University Press, p. 36

³ David Nunan, *Op. Cit*, p. 88

Writing descriptive paragraph is that writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. A good description is a word pictures; the reader can imagine the object, place, or person in his or her mind. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space. As you read the model paragraph, notice how the description moves from the bottom of the stairway to the top. Also the description of the women move from far away to near.

In order to support the students' need of writing, School Based Curriculum (KTSP) provides writing as one of the English standard competences that must be taught and learned in Junior High School.⁴ In SMP Negeri 2 Bangkinang, writing has been taught since the first year of English teaching period. It is taught twice a week with time 40 minutes for one hour.

SMP Negeri 2 Bangkinang is one of the schools that also uses school based curriculum (KTSP) as its guide in teaching learning process. According to syllabus of SMP Negeri 2 Bangkinang at the second grade, the based competence of writing English refers to ability of students in expressing the meaning in monologue text or essay that uses written from accurately, fluently, and contextually in the form of text such as narrative, descriptive, and recount.⁵

⁴Badan Standar Nasional Pendidikan, 2006 , *Standar Kompetensi dan Kompotensi Dasar SMP dan MTs*, Jakarta: Balitbang, p. 123

⁵Tim Kurikulum SMP Negeri 2 Bangkinang, 2013, *Syllabus of SMP Negeri 2 Bangkinang 2012/2013*, Bangkinang : SMP Negeri 2 Bangkinang, Unpublished: Bangkinang, p. 9-10

At the second grade of SMP Negeri 2 Bangkinang, the KKM is 70. Here, the teacher works hard to teach the students in order to reach the KKM above. In teaching, she uses whiteboard as a media in writing a lesson, and she uses speech method in explaining the lesson. Based on the writer's preliminary research at SMP Negeri 2 Bangkinang, the teacher used conventional strategy. The teacher had taught writing through the types of text available in the students' textbook. Through the types of text in their textbook, the students recognized and understood about kinds of texts, purpose of texts and soon.

Descriptive paragraph fall into two board categories: objective and subjective. Objective paragraphs describe the topic in a literal, impartial way.⁶ Subjective paragraphs, on the other hand, communicate the writer's opinion; their intention is to evoke from the reader's an emotional response, among other thing.⁷

The problems faced by the students are outlined in the following phenomena:

1. Some of the students are not able to organize ideas in writing descriptive paragraph.
2. Some of students are not able to develop the detail in Descriptive paragraph.
3. Some of students have difficulties in deterring the sequence of events in Descriptive paragraph.
4. Some of students cannot use their vocabulary.

⁶M. Syafi'i S, et al, 2007, *The Effective Paragraph Developments: The Process of Writing for Classroom Setting*. Pekanbaru: LSBI, 43

⁷*Ibid.*

For writing, the teacher taught by using conventional strategy. At the first activity, teacher asked the students to review all aspect in a text, for example descriptive paragraph (its purpose, organization, and Describe something). Then, the students wrote Descriptive paragraph and got feedback from the teacher and rewrote. At the last of teaching and learning activity, the teacher assesses the students' work. Based on the descriptive above, writing was taught maximally. Teacher explained the topic clearly and used many samples.

To improve students' ability in writing descriptive paragraph needs an appropriate strategy used to give solution of their problems. There is powerful strategy that can help them in developing their idea in descriptive paragraph called, descriptive words. According to Tracie, descriptive words are strategies to draft and revise written work.⁸

Based on the explanation and the problem above, the writer is interested in conducting in a research entitled: **“The Effect of Using Descriptive Words Strategy toward Writing Ability on Descriptive Paragraph of the Second Grade Students at SMP Negeri 2 Bangkinang”**

B. Definition of the Term

In order to avoid misunderstanding in reading this research report, the writer feels necessary to define some specific terms as follows:

⁸Trecie Heskett, 2010, *Going Green Grd 1-2*, USA: Teacher Created, p. 7

1. Descriptive words

Descriptive words are basically key Words and Phrases that help paint a clear picture and tell a story about something, whether you are a writing an article, describing a project or promoting a product.⁹In this research, Descriptive Words strategy is a strategy used by writer as a researcher to know its effect Toward Writing Ability on Descriptive Paragraph of the Second Grade Students at SMP Negeri 2 Bangkinang.

2. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.¹⁰

C. Problem

Based on phenomena above, it is very clear that the students of the second grade SMP Negeri 2 Bangkinang have a lot of problems especially in writing descriptive paragraph.

1. The Identification of the Problem

Based on the problems depicted in the background of the problems, those researches are identified as follows:

- a) How is students' grammar mastery in writing descriptive paragraph?

⁹<http://Descriptive Words List of Adjectives Word Reference – DescriptiveWords/>

¹⁰Definition of Writing Ability. (Retrieved on February 05, 2013)
<Http://teachingenglishonline.net/definition-of-writing-ability/>

- b) How is students' vocabulary?
- c) How does students' understand in descriptive paragraph?
- d) How is students' ability on descriptive paragraph taught by using descriptive words strategy of the second grade at SMP Negeri 2 Bangkinang?
- e) How is students' ability in writing descriptive paragraph taught without using descriptive words strategy of the second grade at SMP Negeri 2 Bangkinang?
- f) Is there any significant effect of using descriptive words strategy toward writing ability on descriptive paragraph of the second grade students at SMP Negeri 2 Bangkinang?

2. The Limitation of the Problem

Based on the identification of the problems above, thus the problem of the research are limited to focus on using Descriptive Words strategy towards students' writing ability. It is quite necessary for the writer to know the effect of this strategy in writing, especially in descriptive paragraph of the second grade students at SMP Negeri 2 Bangkinang.

3. The Formulation of the Problem

Based on the problem limited about, these research questions are formulated as follows:

- a) How is students' writing ability taught by using descriptive words in the second grade at SMP Negeri 2 Bangkinang?

- b) How is students' writing ability taught without using descriptive words in the second grade at SMP Negeri 2 Bangkinang?
- c) Is there any significant effect of using descriptive words strategy toward writing ability on descriptive paragraph of the second grade students at SMP Negeri 2 Bangkinang?

D. The Objective and Significance of the Research

1. The Objectives of the Research

Based on the research question formulated above, thus, the objectives of these researches are as follows:

- a) To find out data about the students' ability in writing descriptive paragraph by using descriptive words strategy.
- b) To obtain whether is there any significant effect of writing descriptive paragraph between students taught by using descriptive words strategy and those who are taught by using conventional strategy.

2. The Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a) This research is hopefully contributing to the writer as a researcher in term of learning to conduct a research as novice researcher.
- b) These research findings are also expected to give positive contribution regarding with the process of teaching and learning English, especially in

writing Descriptive text to the students and the teacher/s at the second grade at SMP Negeri 2 Bangkinang.

- c) These research findings are also expected to contribute the development of teaching and learning English theoretically or practically as a foreign language and for those who are concerned very much in the field of language teaching and learning.