

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Writing is one of the ways to communicate with someone by using written language. According to Marianne Celce-Murcia, writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text.<sup>1</sup> In writing, the writer needs to know what the content, purpose is, and who the reader of our writing is.

There are many purposes of writing. One of them is expressing our idea or feeling to the readers. Therefore, writing is not an easy job. According to Hughey, writing is difficult, often the most difficult of all language skills in both first and second language development.<sup>2</sup> In writing, the writer needs to pay attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.<sup>3</sup>

In writing, the students should have knowledge and ability in using the correct composition perfectly, if their writing is being read by a reader, the writer cannot correct and give explanation of the mistakes of the writer to the

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<sup>1</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language*. (United States of America: Heinle & Heinle, a division of Thomson Learning, Inc., 2001), p. 207

<sup>2</sup>Jane B. Hughey, et al, *Teaching ESL Composition: Principle and Technique*. (Rowley, Massachusetts: Newbury House Publishers, Inc, 1983), p. 38

<sup>3</sup>Penny Ur, *A Course in Language Teaching: Practice and Theory*. (United Kingdom: Cambridge University Press, 2003), p. 163

reader directly. In writing process, there are several important things that should be considered by a writer; they are: audiences, audience expectations, tone, and purpose.<sup>4</sup> The writer should consider the aspects of writing in writing; they are: choice of words, grammar, vocabulary, spelling, coherence and others

As one of the language skills, writing should be produced grammatically because it will never be separated from the mastery of grammar. Grammar is about knowing why someone reads badly and know how to fix it.<sup>5</sup> It is impossible to write well without using words correctly. To produce good sentences, it requires the mastery of the aspect. Mastering grammar is the first step to make a good writing. It can guide us to produce writing grammatically in which our writing can be read meaningfully and logically.

SMPN 2 Tembilahan is the one of the junior high schools in Tembilahan. As a formal school, writing skill is one of the language skills that should be mastered by the learners and surely that writing has been taught in this school as one of The English subject components. Based on school based curriculum (KTSP), the goal of the learning process is to develop the skills of communication. It means that not it only develops students' skill in speaking but also in writing, reading, and listening. In state junior high

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<sup>4</sup> M. Syafi'i S, et al, *The Effective Paragraph Developments: The Process of Writing for Classroom Settings* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007), pp. 109-113

<sup>5</sup> Jennifer Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002), p. 214

school 2Tembilahan, teaching English is taught twice a week with time duration 80 minutes (2 x 40 minutes) and the passing year for English subject in state junior high school 2Tembilahan is 70. In relation to the syllabus of state junior high school 2Tembilahan, the basic competence of writing of English subject is that students should be able Expressing meaning in the short functional text and simple written essay formed in descriptive and recount to interact with environment.<sup>6</sup> It means that each student should be able to write the correct and good sentences. It is important for them, especially for English students.

Based on writer's preliminary observation, some of the students were still difficulties to deliver their ideas into a good paragraph. They only made a paragraph as their obligation in English lesson, but they did not know how to make a good paragraph which could make the readers able to catch their ideas. In second year, there are three kinds of text that must be learned by the students, such as descriptive, recount and narrative paragraph. Every type of paragraph has different purpose. One of them is descriptive paragraph. Many students did not know about this paragraph. They were not able to mention the purpose of descriptive paragraph and the generic structure of the paragraph. However, based on the phenomena that the writer found, it was clear that most of the students still faced the difficulties in writing, especially in writing descriptive paragraph. The writing skill of the students was still far from

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<sup>6</sup>Tim Penyusun, *Silabus SMP Negeri 2 Tembilihan 2013/2014*, (Unpublished: Tembilihan, 2013)

the expectation of the curriculum. It can be proven by the passing year of English subject, especially at state junior high school 2Tembilahan is 70. It could be concluded that the students had difficulties to reach the passing year yet. There were some various problems found which could be seen in the following phenomenon:

1. Some of the students are not able to write a descriptive paragraph in English Correcty.
2. Some of the students are not able to express their ideas in writing a descriptive paragraph
3. Some of the students are not able to use correct tenses in writing sentences in writing a descriptive paragraph
4. Some of the student have less motivation in writing paragraph

Based on the phenomenon above, the writer assumed that some of the students still had difficulties in writing descriptive paragraph. Consequently, it needed an appropriate strategy to help them to solve their problems in writing. There is strategy to improve the students' ability in writing, especially in writing descriptive paragraph. It is called Breaking habits of seeing strategy. Breaking habits of seeing strategy is very useful. Ballenger stated Breaking habits of seeing strategy can help students to focus on the unfamiliar or the out of the ordinary.<sup>7</sup>In breaking habits of seeing strategy, students will be easier to get idea for what they will write.

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<sup>7</sup>Urquhart and Mclever, *Teaching Writing in the Content areas*,(City: Virginia 1999),p. 110

Breaking habits of seeing strategy also helps students solve their problem in English . Through breaking habits of seeing, students will observe and choose the topic to clarify the topic as expressing ideas.the topic is done by observing some thing around school. So, students will be easier to find out information especially in writing descriptive paragraph.

Based on explanation above, it is clear that breaking habits of seeing strategy better than others. Because it not only solve students' problem but also help student to express their ideas.

Therefore, from the above phenomena, the writer was interested in implementing studies related to the strategy of teaching writing which entitled: **The Effect Of Using Breaking Habits Of Seeing Strategy on Students' Ability in Writing A Descriptive Paragraph At SMPN 2 Tembilahan.**

## **B. The Problems**

### **1. The Identification of the problems**

Based on the background and the phenomena, the problem can be identified as follows:

- a. How are the students not able to write a descriptive paragraph in English Correctly ?
- b. How are the students not able to express their ideas in writing descriptive paragraph ?
- c. How are the students not able to use correct tenses in writing sentences in writing descriptive paragraph ?

- d. How are the students have less motivation in writing paragraph?

## **2. Limitation of the Problem**

To avoid misunderstanding, it is needed to limit the problem. This research is focused on the effect of using Breaking Habits of Seeing Strategy on Writing a Descriptive paragraph of the second year at SMPN 2 Tembilahan.

## **3. Formulation of the Problem**

Based on the problems limited above, those, these research questions are formulated as follows:

- a. How is students' writing ability in descriptive paragraph taught without using breaking habits of seeing strategy at SMPN 2 Tembilahan?
- b. How is students' writing ability in descriptive paragraph taught by using breaking habits of seeing strategy at SMPN 2 Tembilahan?
- c. Is there any significant difference of means in writing descriptive paragraph between two conditions ?

## **C. The Objective and the Significant of the Research**

### **1. The Objective of the Research**

- a. To get information about the students' Writing a descriptive paragraph taught by using Breaking Habits of Seeing strategy of the second year at SMPN 2 Tembilahan

- b. To get information about the students' Writing a descriptive paragraph taught Without using Breaking Habits of Seeing strategy of the second year at SMPN 2 Tembilahan
- c. To get information about is there Is whether or not here is any significant difference of means in writing descriptive paragraph between the two conditions ?

## **2. The Significant of the Research**

Related to the objective of the research above, the significance of the research is as follows :

- a. To give information about using Breaking Habits of Seeing strategy of the second year at SMPN 2 Tembilahan in order to increase the students writing a descriptive paragraph.
- b. To enrich the writer's knowledge about the use of Breaking Habits of seeing strategy of the Second year Students at SMPN 2 Tembilahan in order to improve the students writing a descriptive paragraph.
- c. To complete one of the requirements intended to finish the writer' study program at English Education Department and Teacher Training Faculty of State Islamic University Sultan SyarifKasimRiau

## **D. Defenition of Term**

The topic of the research is the effect of using Breaking Habits of Seeing strategy on writing a descriptive paragraph of the second year at SMPN 2 Tembilahan. To make it clear, it is very necessary to define the some terms used in this research.

### **1. Effect**

Effect means for identifying the strength of the conclusion about group differences or about the relationship among variables in a quantitative study<sup>8</sup>. In other word means Effect is a change that results when the Breaking Habits of seeing strategy is done in teaching writing at SMPN 2 Tembilahan.

### **2. Breaking Habits of Seeing**

It is one of the teaching strategies in writing. Breaking Habits of Seeing as one “observe writing” strategy that encourages students to hone their writing ability skills and deepen their understanding of object.

### **3. Writing Ability**

Writing is a combination of process and a product<sup>9</sup>. The writer imagines, organizes, drafts, edits, reads and rereads. In this research, the students use processes in writing above and produce some paragprahs as products of writing.

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<sup>8</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research. Third Edition*,(New Jersey: Pearson Education, 2008),p. 639

<sup>9</sup>David Nunan, *practical English Language Teaching : Yong Learners*,( New york : McGraw-Hill,2005),p.98

#### 4. Descriptive paragraph

Descriptive is the text about appeals to the sense, so it tells how something looks, feels, smells tastes. And/or sounds. A description usually follows a pattern of organization that we call spatial order. Spatial order is the arrangement of things in space.<sup>10</sup> Mukarto also stated that, descriptive paragraph is a paragraph used to describe current activities or events activities in the pictures<sup>11</sup>. Good descriptive writing makes the reader feel as if he or she is present in scene<sup>12</sup>.

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<sup>10</sup> Oshima, Alice and Ann Hogue, Introduction to Academic Writing. Third Edition.(New York: Pearson Education, Inc 2007) , p.60

<sup>11</sup> Mukarto and Sujatmiko, English on Sky 2 : For Junior High School Students Year VIII. ( Jakarta : Erlangga, 2007). P.19

<sup>12</sup> Savage Alice Patricia Mayer Pte, Ltd, Effective Academic Writing 2,(New York: Pearson Education,Inc 2006)p.28