

## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Study**

Language is a system of communication in spoken and written that is used by people to convey their ideas, feeling and desires in life. To be able to communicate in English, one is expected to master the four language skills namely listening, speaking, reading and writing.

Writing is one of the most difficult skills to study especially for Indonesian students because they learn English as a foreign language. Writing is a process of putting thought or ideas in words which is combined into sentences in the form of paragraph. Writing should be organized effectively and include some aspects such as word choice, grammar, contents or even the evidence. In doing writing, the students still confuse when they are asked to write a simple paragraph in English. Most students are not able to write English well. It is caused by the students' lack of knowledge how to write, what they will write, vocabulary, the grammar, and the technical writing.

Sulfasyah (2005:258) states that writing is a central activity of the school curriculum that is why it should be well taught to the students. When teaching writing, the teacher has to make the students understand the purpose of their writing. Besides that, the student needs the suitable language to construct their ideas to form a coherent writing.

Based on the writer's experience on the observation and the interview on 30<sup>th</sup> March and 2<sup>nd</sup> April 2012 in SMP Trisakti 2 Medan, many students cannot

write good text properly, though they have been taught using the standard teaching-learning techniques by their English teacher. Students' scores of English showed in the score list of the student in the second grade in this semester with Minimum Completeness Criteria (MCC) 65. Based on the students' score, only 45% of the students could pass the competence. It can be seen from the students of the second grade's score in the second semester of 2010/2011 academic year was 65,64 and in the first semester of 2011/2012 academic year was 68,53.

The writer also discovered that learning writing is still a problem especially in writing descriptive paragraph. After interviewing the English teacher and the students, it could be concluded that the students get some difficulties in writing a text based on the genre even after it was being taught especially in writing descriptive paragraph. Most of the students are unable to complete descriptive paragraph successfully. Some problems such as they do not have many ideas to write, their grammar is not good, they do not have enough vocabulary and their diction in writing is not satisfied.

Based on the observation, the writer found that the problems also occur because the teacher didn't apply the student centered learning in the way of teaching. The teaching learning process was monotonous and uninteresting. The teacher could not conduct the activities into an active learning. The teacher just explained the material from the book and then told the students to write a descriptive paragraph based on the title that the teacher has given. Sometimes the teacher gave a descriptive paragraph in Indonesian and then asked the students to

translate it into English. In fact, writing descriptive is not only to translate but also to know the generic structure of descriptive paragraph.

The appropriate technique or strategy can solve the difficulties of the students in writing. Langan (2003:12) states that writing is a skill, so it can be learnt by using many kinds of technique. To solve the students' problem in writing, the writer tries to improve the students' achievement in writing descriptive paragraph through the five sense technique.

In the five-sense technique, the students can use all of the senses that they have. The five sensory namely sight, hearing, smell, taste and touch can bring the idea of something. The ability in writing a descriptive paragraph related to the capability of a writer in developing the techniques evokes all the senses by identifying the object in appropriate pattern in the paragraph. The students can imagine the object that they want to describe by using all the senses that they have and put the ideas into a good descriptive paragraph. This technique is not hard to understand and to apply for the students in SMP in order to write a good descriptive paragraph. By applying this technique, it will help the teacher to transfer the material easily. Besides, the students will be interested in writing descriptive paragraph if they can use all of the senses they have not only using their sight sense or hearing sense.

Based on the explanation above, the writer would like to do study on the five-sense technique in writing descriptive paragraph. The five-sense technique can help the students to describe something based on what they can see, hear, feel, taste or even touch into a good descriptive paragraph.

## **B. The Problem of the Study**

Based on the background of the study, the problem of the study is formulated as follows:

“Does the students’ achievement in writing descriptive paragraph improve if it is taught by using the five-sense technique?”

## **C. The Objective of the Study**

The objective of this study is to find out whether the students’ achievement in writing descriptive paragraph can be improved if they are taught by using the five-sense technique.

## **D. The Scope of the Study**

This study is focused on improving students’ achievement in writing descriptive paragraph by applying The Five-Sense Technique in the first semester of the second grade of junior high school.

## **E. The Significance of the Study**

There are some significances of this study, which are hopefully benefits for the readers.

1. It is expected that the teacher can improve students’ ability in writing descriptive paragraph.
2. Students can write systematically by following every stage of writing process.
3. Encourage other researchers to get some information for their research.