

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is a means of communicating idea in all activities in every social situation to others people, Language also stands at the center of human affair, from the most prosaic to the most profound (Clarck and Clarck, 1977: 04).

Learning English is more important nowadays, because English is used internationally as one of the main languages of international communication and even for people who are not English's speaker. Although English is not the language with largest number of native or 'first' language speakers, it has become a *lingua franca*. A *lingua franca* (Greece) can be defined as a language systematically use to make communication possible between two or more persons that not sharing the same native speaker, it also can be defined as language widely adopted for communication in most of all country around the world (Harmer, 2001: 01).

Based on the researcher's Preliminary observation in SMA Swasta Kesuma Bangsa Londut, the researcher found that the students still have difficulties when they are asked to comprehend all the English skill, especially writing. The students state that writing is the English subject that caused a lot of worry for them.

Students felt writing was followed by the pressure of sentence and paragraph construction and often make student bored and gave up on their writing assignment.

Writing as one of the important skills in English has always formed part of syllabus in the teaching of English. However writing can be used for variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand. Writing also encourage on accurate language use and language development as they resolve the problems which the writing puts into their mind. Students write to help them learn better (Harmer, 2004:31).

Writing is not easy for students because in writing students have to comprehend the vocabulary, grammar, appropriate contents, word selections, topic and occasion. The researcher found that many students at SMA Swasta Kesuma Bangsa Londut still lack in writing. There are many types of writing that should be learned by students of high school level but the researcher is interested in descriptive text because it is probably the easiest one for students to learn.

Even though descriptive text is the easiest types of writing, many students still face problem in writing descriptive text. In reality most of the students have difficulties when they asked to write in English and it seems the students cannot write even a simple writing. The students frequently confused of what to write and how to start. As a result, they always get bad scores in their writing. It was proven when the researcher asked for the list of students' scores for writing test, many students could not pass KKM (Kriteria Ketuntasan Minimum) applied by the school in English Subject.

Table 1.1 Students who could not pass KKM

| No. | Students' Initial<br>Name | Score | KKM |
|-----|---------------------------|-------|-----|
| 1.  | SM                        | 32    | 75  |
| 2.  | RA                        | 40    | 75  |
| 3.  | TP                        | 46    | 75  |
| 4.  | FW                        | 50    | 75  |
| 5.  | YA                        | 50    | 75  |
| 6.  | JKS                       | 50    | 75  |
| 7.  | CA                        | 50    | 75  |
| 8.  | ADP                       | 51    | 75  |
| 9.  | DY                        | 51    | 75  |
| 10. | AP                        | 53    | 75  |

Writing should be taught more intensively and widely to student in order for students to know how to get idea of the entire text that they are going to write before they start to write a text. There are many techniques that can be used to help students generate ideas and gather detail for their descriptive text writing, but in this case the researcher chooses Acrostic Technique. Acrostic can be used as a pre-writing activity for descriptive text writing (Glandon, 2000: 145).

According to Landsberger (2002) acrostic is a sequence of letters that helps you remember a poem and other text. Acrostic uses word letters as a tool for

gathering idea and details in order to arrange descriptive text. Acrostic is a series of lines or verses in which the first letters form a word, phrase or sentence.

This technique is really uncomplicated to understand and comprehend by the students, because it is a fun and simple way to synthesize and organize idea. Writing descriptive text using this technique was highly effective strategy to engage learners in learning process and this technique also had been used by Ebbinghaus (1908) in his study about teaching writing strategy using acrostic.

Most of students try to find a shortcut to do their assignment by searching descriptive text from internet and copy-paste, because they think that is an easiest way to do the assignment. So that's why the researcher interested to do a research and tries to analyze this case in order to know whether acrostic technique is really effective in helping students to write a descriptive text.

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

Based on the description and the explanation presented in the background of study, the problem of this study are formulating in the following question: "Does Acrostic Technique significantly effect on students' achievement in writing descriptive text?"

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

This research intended to investigate whether does any significant effect of Acrostic Technique on students' achievement in writing descriptive text.

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

As we know there are many kinds of teaching approach, procedure, technique or model which are invented by many experts to ease teaching and learning process included in teaching writing. In this study, the researcher chooses Acrostic Technique, because acrostic is one of many fun ways to gather details and idea to compose a text.

Beside, there are also many genres of text such as narrative, recount, descriptive, report, explanation, exposition (analytical, hortatory), discussion, procedure, spoof, anecdote, news item. The researcher chooses Descriptive text.

So, this study is focus on identifying the effect of Acrostic Technique on students' achievement in writing Descriptive Text.

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

The findings of this study are intended to give contribution to teaching English both theoretically and practically

1. Theoretically
  - a. The finding of this study is expected to be a basic knowledge for further research of acrostic technique in writing descriptive text.

- b. The finding of this study is expected as a reference to the other researcher who wants to study more about descriptive writing text through acrostic technique.

2. Practically

- a. For the teachers

1. The findings of this study are expected to improve the English teachers and add this techniques as an alternative technique for teaching writing descriptive text.
2. The findings of this study are expected to help the teachers solve the problem in teaching especially writing skill.

- b. For the students

1. The findings of this study are expected the students can easily to know how to write descriptive text and motivated them to be better in writing in order to mastery all the English skill.
2. The findings of this study are expected as guidance for English teachers in teaching English mainly to increase the students' achievement in writing descriptive text.