

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is a process or any activities to write some word in printed form, to give some information. People use writing in different occasion. According to Harmer (2001:16) Literate People, who use language have a number of different abilities. They will able to speak on the telephone, write letters, listen to the radio or read books. In other words, they possess the four basic language skills of speaking, witting, listening and reading. It also means that Writing becomes one of productive skills, student's main objective in learning English.

Writing also is the most difficult skill to develop by some students. Person who write are expected to write correctly. But in the real situations, the students are getting some problems in writing itself. In addition, writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements (Heaton 2001: 135).

In contrast, Ploeger (2000: 3) said writing is a language that they should be done easily and quickly, without extended many thought and effort. It means that teaching and learning in writing English is easy as long as the teacher can inform and teach well.

Teaching writing will require students to communicate their knowledge and thought to form of text. Therefore, to teach writing the students should be invited to practice writing. It is aimed to drill them to explore and organize their ideas into a good text. Some of the teachers in high school may not understand clearly about the appropriate process in teaching writing in order to lead the students to produce good writing. Teacher should ensure that their students are able to write effectively.

So, in teaching writing the teacher are expected to be able to create an interesting way to teach writing. They can implement some strategy or method to motivate and help the students to be more interesting in writing and it can getting ideas and expressing their mind in writing easily. To express students' successful, they need good writing skill, that is why teaching writing is something necessary.

In teaching writing, there might be several variables that will affect the process of teaching writing. Gage (2009: 47) states that the process of teaching writing can be influenced by presage and context variables. Mitzel (1960) as cited in Gage (2009: 43) states that presage variable consist of teacher personality and teachers' experience. The category of teacher personality consist of teachers' gender and age, while teachers experience consist of teachers' knowledge about ways of teaching, and also teachers' achievement. The context variables have some characteristics such as the nation, region, community, school, and class in which teaching takes place. The community characteristics include urban or rural; average income. The school characteristics include resources for teaching, the student-teacher ratio. The class characteristics include the students'

socioeconomic backgrounds, cognitive abilities, ethnicities, previous school achievement, and the students' heterogeneity along these dimensions.

In relation to teaching writing, the teachers must comprehend all the genres so that they are able to conduct their teaching process appropriately. Since there are so many genres in writing, this research will only focus in descriptive text. The writer chooses descriptive text because the curriculum provides descriptive text as one of the material that should be mastered by tenth grade students. The Curriculum 2013 of Senior high school provides descriptive text as one of the basic material in increasing student ability in writing text in the tenth grade student.

Knapp (2005: 111) defines the process of teaching descriptive which divided into 8 steps as following:

1. Consider the students experiences about object
2. Write commonsense description
3. Compare and contrast classification
4. Compare and contrast description
5. Developing Editing Skill
6. Technical/Scientific description
7. Research sheet
8. Scaffolding technical description

Descriptive text also becomes the beginner level genre that will focus in senior high school. In fact, although they have learnt about how to describe

something, they still not able to write descriptive text, many factors can make the students have difficulties in writing descriptive text. Some students feel difficult in arranging the sentences of writing descriptive text, they often stuck on it. It means that there is a different expectation both the curriculum and the reality.

At the tenth grade, some of the students felt difficulties in arranging the sentences of writing descriptive they often stuck on it. They can make an imagination, but they cannot explore in their writing. Therefore some of them feel lazy in learning English.

It was supported by Utami, in her research she said that students also complain that they cannot think of anything significant enough to write. They spend much time at the planning stage yet they still confuse how to start their writing. They don't know how to organize their ideas and some of them don't even have any idea. With those problems, students find writing as a daunting task.

Her research is also supported by Siahaan, she explained many factors that cause student difficulties in descriptive text and those are :(1) students still confused in identifying the generic structure of descriptive text. (2) They have less sense about English Grammar They made a lot of mistakes in the text they wrote, (3) Most of student didn't know how to arrange the ideas to make a good sentence.

The curriculum of 2013 provides that in writing aspect, the first year students of senior high school have to be able expressing meaning in written text, in transactional and impersonal conversation in a descriptive text. Descriptive text

itself is a text that describe someone, thing, or place. From descriptive text the reader can understand it deeply and the reader also can imagine the object with readers' senses. According to Langan (2006:261) when you describe something or someone, you give the readers the pictures in words. To make this "word picture" as real as possible, you must observe and specific details that appeal to your readers' sense. It means that in teaching writing descriptive text, teacher should need to make student can imagination the feel, smell, taste, and hear by their choose of word.

In relation to the explanation, the writer wants to conduct a research which will focus on the teaching writing process and also the variables that can be the reasons why the teachers conduct their teaching writing process as they do.

B. The Problem of the Study

The Problem of the study is formulated as following:

1. How does the teacher teach the students to write descriptive text?
2. What are the reasons underlying the process of teaching writing descriptive text?

C. The Objective of The Study

In relating to the problems, the objective of study is:

1. To find out the process of teaching writing descriptive text which teacher used in class.

2. To find out the reason underlying the process of teaching writing descriptive text.

D. The Scope of The Study

The scope of the study is limited in analyzing the steps or process of teaching writing descriptive text and also finding the reasons underlying the process. The English teacher is then chosen to be the subject of this research.

E. The Significances of The Study

The research findings are expected to be useful both in theoretically and practically.

Theoretically, the research findings can be used to strengthen, weaken, and modify the theory of teaching saying that teacher's teaching performance is influenced by presage and context variable.

Practically, the research findings will hopefully contribute something useful to reader who wants to learn more about teaching writing process, especially in descriptive text. These research findings can be used as a reference for the further research.