

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspect of life of human being. In Indonesia, English is considered as the first foreign language and taught formally from elementary school up to the university. English is taught at schools in order that students are able to master the four skills, they are listening, speaking, reading, and writing.

Harmer (2007: 265) states as follows“...we use language in terms of four skills0reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.”

Although both writing and speaking are productive skills, those two skills are basically different in various ways.Speaking is always intended for face0to0face communication among the audience present, while writing is always used by the writers to express and communicate their ideas to the readers who are actually separated by both time and space distances.

Writing itself is an activity to communicate ideas into coherently organized written forms. Writing is a ‘process through which meaning is created’ (Zamel, 1982: 195). Since writing is a crucial skill, it’s important for students to have good writing ability. Writing skill is also one of the main skills that the students are expected to master based on K13 curriculum.

The implementation of the K13 curriculum is familiar with the words scientific approach. According to Dyer (2011) scientific approach is learning that has the components of Observing, Questioning, Exploring, Associating, and Networking/Communicating”. Based on this approach, the students are expected to have a communicating skill, that’s why they need to have a good writing skill. In teaching writing, the teachers will mainly use the approach that is known as genre-based approach. Genre-based approach is an approach which is also known as text based instruction. It is an approach that uses texts as a means of learning language. Richards (2006) says that genre-based approach sees communicative competence as involving the mastery of different types of text or genres.

Knapp and Watkins (2005) suggest that there are 5 genres in writing, they are genre of describing, narrating, explaining, instructing and arguing. Descriptive text writing is a text that is included into describing genre.

A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph may be defined as a group sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks and acts like, what a place looks like, and what an object looks like. Descriptive writing appeals to the senses, so it tells how

something looks, feels, smells, tastes, and/or sounds (Oshima and Hogue, 2007). A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. Based on the syllabus of K13 curriculum for senior high school level, the X grade students are demanded to master and to be able to write descriptive text writing.

In senior high school especially, students originated from different background and have different perspectives in seeing things, this may affected their observing ability, writing style and describing skill. In Indonesia, high school students are classified into 2 majors, they are natural science and social science. These majors have basic differences in style of learning, learning purpose, and classroom situations.

Based on the phenomena the researcher found while doing the English teaching process, it was found that the descriptive text writing of students' of natural science had various differences with social science students'. From a simple observation, it can be seen that in describing, natural science students tend to have detail descriptions of the object. It's because the texts from natural science students contained more attributes.

The difference is not only that, it's also about the verbs choice. Based on Halliday (1994) verbs are divided into classifications that he called types of process. Halliday (1994) states that there are six types of process namely material, mental, relational, behavioral, verbal and existential. Halliday (2004:171) states that material, mental and relational are the main types of process in English transitivity system.

This is the analysis result of preliminary data from natural and social science students' texts describing about family members. The analysis focused on the usage of types of process in the texts.

Table 1.1 Preliminary Data

No	Students		Types of Process					
			Material	Mental	Relational	Verbal	Behavioral	Existential
1	Natural Science Students	Student 1	7	1	19	0	0	2
2		Student 2	3	2	14	0	0	2
Total			10	3	33	0	0	4
3	Social Science Students	Student 1	2	8	6	0	0	1
4		Student 2	1	9	2	2	0	6
Total			3	17	8	2	0	7

The analysis result above shows that natural science students use more material and relational process while social science students use more mental and existential process. Based on that, the researcher assumed that natural and social science students have differences in English writing especially descriptive text

writing. This is supported by Dakhi and Hutabarat (2018) who stated that determinant factor of academic writing holistically encompasses psychological factors and sociocultural factor. Ellis (1985) also said there are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality. A comparative analysis in natural and social science students also has been conducted by Lestari (2015) who found that there are differences in students' narrative text writing product.

But, Nuril (2015) who analyzed natural and social science students' exposition text found that the difference result of writing ability was not affected by different background programs, but different level of achievement (low, middle, high). This also goes in line with Hajon (2011) who concluded that there was no significant difference between natural and social science students' argumentative writing skill.

This research will aim to analyze the descriptive text writing of students with natural and social science majors to find out how do the students' with natural and social science majors use types of process in writing descriptive text.

B. The Problem of The Study

Based on the background above, the problem of the study is how do the students with natural and social science majors use processes in writing descriptive texts?

C. The Objective of The Study

The objective of this study is to investigate how the students of natural and social science majors use processes in writing descriptive texts. This description was based on the text structure, lexicogrammatical features and the processes used in the text.

D. The Scope of The Study

This study is limited on analyzing the types of processes based on Halliday's theory that the students of natural and social science majors used in their descriptive text writing at SMA SWASTA ISLAM AL0ULUM. The types of processes are material, mental, relational, existential, verbal, and behavioral processes. The researcher compared descriptive texts of the students from both majors based on the usage of these six types of processes in their descriptive texts.

E. The Significance of The Study

The significance of this study is classified into two, theoretically and practically.

1. Theoretically, the findings of this study later are expected to be useful for the enrichment for addition of some new theories and information in the area of the use of types of processes in descriptive text writing of natural and social science majors' students.
2. Practically, the findings can be references for other researchers, mainly university students who are willing to conduct the same research