

CHAPTER I

INTRODUCTION

The present chapter introduces several key points are necessary to be described in this research. This chapter is divided into seven subtopics, they are: Basic Consideration, Problem Statement, Reason for Choosing the Topic, The objectives of Study, Scope of Study, Significance of Study, and Basics Assumption. All of subtopics are described as follows:

1.1 Basic Consideration

Writing is one of the English skills that have to be mastered by students beside listening, speaking and reading. Writing is one of the tools to communicate ideas, opinions, experience and suggestions to other people. Writing skill is very important for the students to encourage their feeling, thinking and describe their experience through writing itself. It is similar to what Rainey (2002:6), states that writing is an activity to put idea into words. In addition, writing is also a process to explore and organize ideas on the paper, then resolve and revise them.

Writing is an activity to express thinking and feeling with other people. A good writing will lead the readers understand the event and they can almost feel the event in the work that they read. Moreover, there are several elements which are needed in composing good writing include vocabulary, content, grammar, style and mechanics. When we write, we give our ideas and information to reader. Beside that we have to concern if our writing can be acceptable to the reader. This explanation is supported by Rooks (1999:1) that purpose of writing is communication. In communicating our thinking and feeling in writing, we must

use appropriate sentences and language. Therefore, it should be detail and the meaning is clear. According to Bailey (2002:5) a good writing we have; follows common-sense rules, easy to read and has impact. In Junior high School, hopefully the students are able to express their ideas through various text of writing. There are some writing texts the students should learn to achieve skill in producing good piece of writing. They are transactional, interpersonal, procedure, narrative, recount, report and descriptive text. These writing texts are applied at junior high school, based on 2010 curriculum. The aim of this curriculum is to develop the ability of communication in English, both spoken and written forms. Therefore, this study focused on how the students' competence in one of writing texts in English, that is descriptive text.

Descriptive text is one of kinds of writing that is taught to the students how to describe a certain object based on what the object looks like. Descriptive text itself is defined by Bailey (2009:1) as a text which lists the characteristics of something. Its purpose is to describe and reveal a particular person, place, or thing. It is one of the materials of English subject which is learned by the students of junior high school. Generally, this material is given to the second grade and it will be continued to the third grade.

However, writing is not an easy skill to be mastered. It is hard to organize ideas and compose it in sentences or paragraph. Thus, it is interesting to study students' ability in writing. Based on my observation, when I was following PPL II in SMPN 2 Telaga, I found most of students were difficult to write descriptive text. The problem in teaching writing is the students were hard to get starting on

writing. In addition, the students in writing were not able to organize the content of writing. Beside that most students worried about expressing their ideas clearly within the boundaries of correct grammar usage, form and mechanics especially in studying descriptive text. As the result, the students' writing is still far from expectation. In this case, descriptive text is one of text that should be taught in junior high school. Descriptive text is taught in second and third grade in junior high school. In fact, students felt difficult to master writing skill especially in descriptive text. This condition is caused by many factors which are related to method used by the teacher. The teacher only explains the materials then asks students to write a text without giving treatment how to write well.

In addition, the students felt difficult to write, because they do not know how to get ideas to write in sentence. When they confronted with a writing task many student say "I cannot think of anything to write, I cannot write, my mind goes blank". This problem has to be solved with one technique in getting started to write. According to Hogue (1996:21), getting started is often the hard part of writing, and experienced writers have discovered that one solution to the problem is to free them to be writing immediately. To development students' learning work teacher should use a great technique in learning (Glover & Law, 2002:72). Hence, it is interesting to improve students' ability in descriptive text by applying one technique in teaching writing called freewriting technique. As one of technique to improve students' ability in writing descriptive text, freewriting technique is chosen because it is interesting and it can make the students more active in English learning especially in writing descriptive text. Meyers (2005:7)

states that the students just write about the subject without worrying about sentence structure, spelling, and grammar. In addition, Hogue (1996:22) states that “freewriting is writing “free” spelling, punctuation and grammar are ignored. So, this technique can help the students expressing their idea and experience in their own sentences.

Based on the explanation above, it can be concluded that freewriting technique is a technique which helps the students writing bravely without nervous and scared. This technique is suitable for teaching writing at junior high school students that learned English as one of subject. It is one of technique assumed which may improve the students’ ability in writing descriptive text, because the students can practice more by this technique.

From all the explanation above, this research is conducted with the title “Improving Students’ Ability in Writing Descriptive Text by Using Freewriting Technique”.

1.2 Problem Statement

The problem statement in the research is: “Can freewriting technique improve the students’ ability in writing descriptive text?”

1.3 Reason for Choosing the Topic

There are some reasons in choosing the topic, they are:

- a. Freewriting is an interesting technique to improve the students’ ability on writing descriptive text.
- b. Freewriting technique makes students practice more in writing descriptive tex.

1.4 The objectives of Study

The objective in this research is to know whether or not freewriting technique can improve students' ability in writing descriptive text.

1.5 Scope of Study

This research is limited on the application of freewriting technique to improve students' ability in writing descriptive text.

1.6 Significance of Study

The significances of this research are:

- a. This research would be useful for teaching and learning process especially in writing descriptive text.
- b. This research will motivate the students to write descriptive text.
- c. It gives information for English teacher at SMPN 2 Telaga about the effectiveness of freewriting technique in teaching writing descriptive text.

1.7 Basics Assumption

Basic assumptions in this research are:

- a. The freewriting technique is helpful in English learning, especially in improving students' ability in writing descriptive text.
- b. The students' ability in writing is various