

CHAPTER I

INTRODUCTION

In this chapter, researcher presents about the background of the study, research problems, research hypothesis, research objectives, significance of the study, scope and delimitation of the study, and definition of key terms.

A. Background of Study

Writing is one of excellent communicative tool, because writing can apply and appear the ideas. Actually, writing is an opportunity, it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. (Sharple: 1999).

Writing is one of these skills in English learning, there are four skills of English learning, and they are listening, speaking, reading and writing. Writing is a very important skill as writing needs practice and writing is very difficult subject for the students. It is related to Oshima and Hogue (1999:3) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native and new learners of English, it is important to note that writing is a process, not a “product”. Based on explanation above, the result of writing is not the most important, but the process to make the result is more important than its, because we can get more knowledge of writing by process. If we just watch the result of writing

we don't know about our mistakes, but if we watch from the process of writing, we know how to write something correctly.

If talking about writing, there are a lot of advantages of writing, for example, when someone try to write something, they need more focus, not only in words, but also the structure of sentence, meaning and other. Beside that, there are advantages of writing, for example, writing can make someone remember their memory, writing can recording thoughts, before they are forgotten, and redirecting them before they go astray, losing their value and purpose. Only in the future, we may record every thought we have (e.g., by having a 24x7 surveillance camera on the brain). Until then, language is the best medium to capture thoughts with. After that, writing can processing thoughts, more efficiently when they are out of your head and before your eyes. Writing increases IQ "in use" (not the actual IQ) by supporting memory, abstract thinking, and other brain functions. And the last is writing can make better expression of your thoughts, as frequent writing helps master language tools and arguing techniques. Writing doesn't increase vocabulary; it improves its *usage*, which helps memorize and seek new words. The more ideas understood, the more precise words needed to explain them. One word can save us writing many unnecessary lines representing a simple idea (e.g. laconic) (<http://rheg.vastserve.com/articles/writing-benefits-harms.htm>). So writing activity is very important for students, because its can make students easier to understand the material of study.

In junior high school, there are many genre in the English learning especially in writing skill, such as narrative, descriptive, report, invitation, permission, prohibition, recount, and memo. Descriptive text is one of genre of text that must be mastered by students.

In the curriculum 2013 from junior high school, the government set up a lot of expected from the learners after they study English material, for example, after they study this material, student can use the tenses (simple present tenses, present continues tense, present perfect tense, etc), student can describe a place, thing, and people, student can make narrative text, and so on. In this curriculum also mentions the role of teacher, the teacher demand to have a lot of learning strategy to make student interesting with this course.

In fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text. Based on the researcher's observation at the time of the teaching practice program (PPL) there are many students who still confused to write a descriptive paragraph. Teachers of English already have taught the material to students well but the students still had the problem in writing descriptive paragraph. In addition, the researcher also had looked the teachers of English language teaching by lecturing, and then asked the students to write descriptive paragraph individually.

Based on the explanation above, one factor that make the students do not understand about descriptive text is the teacher's method in teaching writing. They only limited methods in every semester, so we can assume that

in every meeting, the teachers always use the same method in teaching, because they do not have variance of learning method (Kansanen: 1991). According to Ellis V. (2010) in her research she said that “The problem is not one of evaluating experience as adequate in terms of exemplary practices, but about the capacity within the teacher education system for critically examining the meaning of experience in order to develop professional knowledge.” In case the education background of teacher is very important, because it very influences to learning for learner.

This case occurs in SMPN 1 Sumbergempol, in this school some of low students dislike with English course. There are some factors that influencing the student's interest in descriptive text, some of them tell that they are not interested in descriptive text because it is difficult lesson, some of them have different reasons, they dislike English course because learning strategy of teacher is boring. It means that the teacher has no alternative strategy to learning. Actually, there are a lot of strategies to learn applied to the students, such as Team Game Tournament, Task-Based Learning, jigsaw, and direct method. Besides learning strategy, there is other factor that causes the students feel different to write descriptive text, the teachers always teach in the classroom, they never use other place in learning activity. In SMPN 1 Sumbergempol, this school has large places that can be used learning activity, for example park, field, canteen, etc. From this situation, field trip is alternative solution to use, because field trip is very effective toward writing ability especially in descriptive text (Whitesell:2002). In addition, field trip is

very interesting method, because student can play with nature and they can learn a lot of thing from their environment.

This field trip is not only in famous places. like zoo, beach, museum, and temple, but it can use school area to do it. According to Wibowo (2010) field trip are divided into three parts. First is field trip in the school area, the second is field trip in other place (out from school area) such as hospital, factory, and montain, and the last is virtual field trip.

Based on the description above, The researcher wants to verify whether fieldtrip is effective towards writing skill of descriptive text. The researcher interested in conducting studies entitle “**The Effectiveness of Field Trip towards the writing ability of descriptive text at SMPN 1 Sumbergempol**”.

B. Research Problem

Based on the background of the research above, the formulated *Is Fieldtrip effective towards writing ability of descriptive text at SMPN 1 Sumbergempol?*”

C. Objective of the Research

Based on the research problem above, the formulated research objective is as follow: “*To know whether the field trip is Eeffective toward writing ability on descriptive text in state junior high shcool 1 Sumbergempol*”

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. H_0 (Null Hypothesis): There is no the effectiveness of field trip to enhance writing ability on descriptive text in state junior high school 1 Sumbergempol.
2. H_a (Alternative Hypothesis): There is the effectiveness of field trip to enhance writing ability on descriptive text in state junior high school 1 Sumbergempol.

E. Significance of the Research

The researcher hopes that the result of this study give contributions for:

1. The Institution
 - a. Students

By using field trip, the students are easier to understand the material, more interest with English course, and They will be enjoying and fun in teaching learning process.

- b. English Teachers

After using field trip, the teacher must have a lot of kind of learning strategies, and choose some of them that is very effective to apply in writing activity. Do not make the learner have less interest and motivation to studying english course.

F. Scope and Limitation of the Research

This study is conducted at SMPN 1 Sumbergempol, the subject are class VII-F and VII-H. In this research.

Therefore, the researcher limits the writing ability on descriptive text, the research paper only on using field trip as a way in increase the writing ability on descriptive text.

G. Definition of Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title is “The effectiveness of field trip towards the writing ability of descriptive text at SMPN 1 Sumbergempol”. The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is producing the result that is wanted or intended. The effectiveness use in this study is defined as significant difference score in the student’s interest in English course.

2. Field trip

The field trip, an excursion outside the classroom to study real processes, people, and objects, often grows up the student’s need for firsthand experiences. It makes it possible for student to encounter phenomena that cannot be brought into the classroom for observation and study (Robert Heinich, at all: 2002)

3. Writing

According to Jones in R. Cooper and Odell (1977:33) writing is synonymous with discourse, and discourse is discussed in terms of its aims, it relate to the function of language, and in terms of its feature, which are the separate elements, devices, and mechanism of language.

4. Descriptive text

According Pardiyo (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly.

