

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one way to communicate with other people. It is not spontaneous activity. Realizing that writing is one of the important things for English learners beside other skills, it is essential for people to develop their writing skill.

According to Oshima, “writing is a progressive. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.”¹ It is reasonable to say that writing is the most important invention in human history.

However, writing is used as measure the student’s achievement in learning. For instance, students’ writing proficiency is often used to measure students’ knowledge in context of education.² The importance of writing is also stated in Quran:

¹ Ann Hogue and Alice Oshima, *Introduction to Academic Writing, Second Edition*, (White Plains: Addison Wesley Longman, 1997), p. 2

² Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.3

الَّذِي عَلَّمَ بِالْقَلَمِ • عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

“Who taught by the pen, taught man what he did not know.”³
(Q.S Al-Alaq 4-5)

This verse which tells people who were taught by the pen, they taught a man what he did not know. It can be said that writing is the important thing that should be learnt by the people.

Due to the importance of writing, students who want to be able to write a good writing must learn to write regularly. “Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students’ expression at higher stage.”⁴ In addition to knowing *what* students must write, we also need to know *what they do* when they write and *how* they can be helped to do it better.⁵

Unfortunately, learning to write fluently in English is much more challenging than learning to speak fluently. Writing is the most complex and difficult one because it needs vocabulary mastery and grammar comprehension at the same time. As form

³ Departemen Agama RI, *Al-Quran & Tafsirnya Jilid X Juz 30*, (Jakarta: Lentera Abadi,2010), p. 719

⁴ M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*, (Jaipur: Sunrise Publishers & Distributors, 2008), p. 125

⁵ Ken Hyland, *Teaching and Researching Writing*, (London: Pearson Education, 2002), p. 154.

of written communication which needs formal form, it is also not allowed for mistakes such as mistyping, inexact vocabulary, and grammatical errors. At least there are five aspects that must be mastered by students. There are content, organization, vocabulary, grammar, and mechanic.⁶

Since it is very crucial, writing has always been formed as part of the syllabus in the teaching of English⁷, including in Indonesia. The Indonesian curriculum sets writing as a part of English curriculum. Based on this curriculum, there are some texts which have to be mastered by senior high school students, such as narrative, recount, descriptive, report, procedure, etc. One of the texts taught in school is descriptive text.

Descriptive text is kind of text which describes a particular person, place or thing.⁸ It is a text that tells how something looks, feels, smells, tastes, and sounds.⁹ So the readers can imagine the object, place, or person in their mind clearly. In descriptive text, usually uses the simple present tense. The structure of a text is called generic structure, and descriptive text consists of identification and description. One way in

⁶ David P. Harris, *Testing English as a Second Language*, (Georgetown University, 1969), p. 68-69

⁷Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.3

⁸ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Sydney: Gred Stabler AEE, 1995), p. 208

⁹ Ann Hogue and Alice Oshima, *Introduction to Academic Writing, Second Edition*, (White Plains: Addison Wesley Longman, 1997), p. 50

understanding descriptive text is by identifying the generic structure, social function and language features of that text.¹⁰

By the previous explanations, writing is important to be learnt which deliver the message from the writers to the readers successfully. Although some students are always happy to write in English, others may be not. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs. On the other hand, writing descriptive text is a part of basic skill in life. It is closely related to our daily activities.

Based on the writers' experience in the teaching experience program, most students are not able to express their ideas and have less interest in writing. Some students consider writing as difficult part in learning language, especially English. They find difficulties to express their thought in writing because they do not have sufficient knowledge of vocabulary and language roles or grammar. They also find difficulty in organizing their ideas and sentences in writing. Those are the problems faced by the students in writing. In addition, students were also difficult in knowing the meaning of each vocabulary.

In this case, teacher has to evolve any interesting way in teaching writing. They need to spend some time building the writing habit that is making students feel comfort as writers in

¹⁰ Alexander Mongot Jaya, *English Revolution, Fifth Edition*, (Jepara: Mawas Press, 2012), p. 9

English, enjoy and be stimulated in the learning process. The use of teaching strategies may influence the learning process. Among some strategies available, Diction Chain is chosen as technique in teaching writing descriptive text. This technique can be an option to lead the students to be easier and more active in writing text. Before the students writing the text, they must have a topic that will be developed into paragraphs. Then, students write some vocabularies or difficult words related to the topic as much as possible. They can use the words as the source of writing descriptive text. For the next step, students develop and write them into some sentences and paragraphs. So, it can help students to make descriptive text easily.

Considering the explanation above, the writer conducted a research entitled “The Effectiveness of Using Diction Chain Technique to Teach Writing of Descriptive Text” (An Experimental Research at X Grade Students of MA Darul Ulum Semarang in the Academic Year 2015/2016).

B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. Writing is an important skill that the students have to master. Descriptive text is one of the text types that the students of Senior High School have to master.
2. Because most of students think writing as difficult thing to learn, teacher needs to create interesting and enjoyable situation in learning process.

3. The diction chain technique is one of interesting method and out of common way to teach writing, but it can help the students enrich some new vocabularies and comprehending the lesson easily.
4. The students can be more active in learning English by using the diction chain. It can be easy way to improve students' writing ability on descriptive text.

C. Questions of the Research

1. How is the effectiveness of using Diction Chain technique to teach writing of descriptive text?

D. Objective of the Research

1. To find out the effectiveness of using Diction Chain technique to teach writing of descriptive text.

E. Significant of the Research

1. Theoretically

The results of this study can give larger knowledge and positive contribution about the diction chain technique as a teaching method in writing skill that will be able to improve students' ability especially on descriptive text.

2. Practically

The results of this study hopefully are useful to provide input for:

a. English Teacher

This research can be used by teacher in teaching English at Senior High School. In the other hand, this technique can be an option and alternative way to teaching writing skill easily.

b. Students

This research can help students to easily understand about the material. The students can be more interesting to learning English especially in writing skill by using this technique.

c. The Readers

The result of this research can be the data for the readers as reference about method in teaching. It can also be the writers' provision when she becomes a teacher in the future.

F. Limitation of the Research

Research should be limited in its scope, so that the problem being examined is not too wide and the research is effective. The limitations of the research are as follow:

1. The research subject of this research was the students of class X A and X B of MA Darul Ulum Semarang in academic year of 2015/2016.
2. The instruments of the research were test and documentation.

3. Because of many kind of teaching technique and method, the writer chose Diction Chain Technique and the text focused on descriptive text.
4. The writer used Diction Chain Technique to teach writing on descriptive text.