

CHAPTER I

INTRODUCTION

The first chapter present the Background of the Study, the Reasons for Choosing the Topic, the Statements of the Problems, the Objective of the Study, the Hypotheses of the study, the Significances of the Study, the Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

1.1 Background of the Study

Language is a communication tool. People cannot share their ideas, give information and even send message without it. It means that they cannot interact each other. One of the language that is needed by Indonesian people is English. It is international language in wich many people learn it everyday to improve their knowledge. English is the major language which is used by people in some sectors, it plays an important role. Communicating using English can make easier to interact with others who come from different countries or people who have different native language.

In learning English, there are four skills that have to be mastered by students. They are listening, speaking, reading, and writing. Practically, learning writing is taught after listening, speaking and reading, but it does not mean that learning writing is not important. By learning English writing, students can send their message and ideas, because writing is a process of discovering ideas, putting them on a paper to be read by readers.

As a process, writing is claimed to be difficult for students. There are some problems why writing is regarded difficult. Such as: 1) learners have limited vocabulary, therefore, they end up repeating the same words; 2) learners do not use invented spelling and their written texts are restricted to words which they know; 3) students are unwilling to share their work with other students and they do not get the suitable feedback; and 4) when the learners read their writing aloud, they could not distinguish whether what they read or write is right or wrong (Adas and Bakir, 2013). Based on the explanation, it can be concluded that the process of writing to be difficult for students. In writing descriptive text, it is not instant but need more processes to be writing correctly.

The syllabus of junior schools curriculum requires students to be able to write some kinds of genre in writing. One of them is descriptive text. Descriptive text is paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience (Ervina and Evawina, 2010). Based on English Syllabus, it can be concluded that the students must learn about writing descriptive text, since junior high school students are introduced to English writing.

In fact, not all students are able to write descriptive text properly and in accordance with the existing elements in the descriptive text. Based on the writer's observation at the time of the teaching practice program (PPL) there are 70% of the students were unable to write a descriptive text. Teachers of English already have taught the material to students well, but the students still have the problem in writing descriptive text. The learners will meet some problems for

example, learning of the new sound system, the learning of new vocabulary items, and unfamiliar ways of arranging the foreign words into sentences. (Ramelan, 2003).Based on the problems, it can be conclude that the teacher should be more innovative in teaching descriptive text by using variousstrategies that are able to attract students' interest in learning it. One of the strategies is by using Field Trip Strategy.

Field Trip Strategy is designed to take the students out of the classroom and into the real world to see things for themselves. Salandanan (1996) defines that field trip is a trip away from the classroom to permit the gathering of first hand data. A field trip is an out-of-the classroom activity whereby children study things in their natural setting.Based on the explanation, it can be concluded that the students of SMP 2 Bojong very like to describe something but cannot writing correctly because the learning method is monotone. Then the research is conducted under the title The Effectiveness of Field Trip Strategy (FTS) to Teach Writing of Descriptive Text (An Experimental Research at the Eight Grade Students of SMP 2 Bojong in the Academic Year of 2016/2017).

1.2 Reason for Choosing the Topic

Some reasons for choosing the topic are as follows:

Writing is very important to be learned because in writing students can express their ideas on a paper in order to communicate what they want to communicate in writing.

1.3 Statement of the Problems

Based on the background of the study, the problem of the study is stated is the use of Field Trip Strategy effective to teach writing of descriptive text at the eight grade students of SMP 2 Bojong in the academic year of 2016/2017?

1.4 Objective of the Study

Based on the problem statements above, objectives of the study is as follows:

To find out the effectiveness of Field Trip Strategy to teach writing of descriptive text at the eight grade students of SMP 2 Bojong in the academic year of 2016/2017.

1.5 Hypotheses

The hypotheses of this study are as follows:

Ho : There is no effectiveness of FTS to teach writing of descriptive text.

Ha : There is an effectiveness of FTS to teach writing of descriptive text.

1.6 Significances of the Study

The writer hopes that the result of the study is useful in some aspects as follows:

1. Pedagogically

The result of this study can give information about the ways of teaching and learning English especially in the case of writing descriptive text.

2. Practically

a. For the students

It can motivate students' spirit in learning writing of descriptive text because the learning process is held outside of the classroom and it provides real object. It means that the strategy can help the students to improve their ability in writing descriptive text.

b. For the teacher

Teacher can use Field Trip Strategy as a reference to make the teaching process of writing descriptive text becomes more creative and innovative.

c. For the readers

The readers can get more information from this study about the teaching writing of descriptive text using Field Trip Strategy.

d. For the researcher

This study is just one effort to teach writing of descriptive text used Field Trip Strategy. The finding of the research are expected to use it as starting point to conduct the further research in the different field and different text type.

1.7 Limitation of the Study

To limit the scope of this study, the writer only discusses such as follows:

1. This study was done at the eight grade students of SMP N 2 Bojong in the academic year of 2016/2017.

2. This study discuss is aboutthe effectiveness of Field Trip Strategy to teach writing of descriptive text at the eighth grade students of SMP N 2 Bojong in the academic year of 2016/2017.

1.8 Definition of Key Terms

To avoid incorrect meaning about the problems of the study, the writer give definition of terms based on the title of this study as follows:.

1. Field Trip Strategy

Salandakan (1996) says that a field trip is an out-of-the classroom activity whereby students study things in their natural setting. In this study, the writer applies the Field Trip Strategy as an effective way to teach writing of descriptive text in the seventh grade students.

2. Writing

Meyers (2005) states that writing is also an actiona process of discovering and organizing your ideas, putting them on paper, reshaping and revising them. So, writing is a medium of communication on paper that has some steps to be done to get a good writing.

3. Descriptive Text

According to Gerot and Wignell (1994) as cited by Hartono (2005), description is to describe a particular person, place or thing. So, descriptive text is a text that is written to describe some features of a particular person, place or thing.

1.9 Outline of the Study

This final project consists of five chapters. Each chapter is described below:

Chapter I Introduction present about the background of the study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the hypotheses of the study, the significances of the study, the limitation of the study, the definition of key terms, and the outline of the study.

Chapter II Review about; Writing, Descriptive Text, Field Trip Strategy and the Reviews of Previous Studies.

Chapter III Research Method present about the Research Design, the Subject of the Study, the Variables of the Study, the Techniques of Collecting Data, the Instruments of the Study, the Validity and Reliability, the Technique of Data Analysis, and the Data Analysis.

Chapter IV Analysis of Result, discusses about The School Profile, Description of Respondents, Validity and Reliability Instrument of Research, Pre-Test, Treatment, Post-test, and the Discussion of the Research Findings.

Chapter V discusses about the conclusion of the research and the suggestion for the readers, especially English teachers, students, and other researchers.