CHAPTER I
INTRODUCTION

A. Research Background

The mastery of writing is very important in our global community. The advances of technology and transportation allow people from nations and cultures to interact each other. Communication across languages become over more essential. The ability of speaking and writing a second language has an effect in our social life, so it become principal requirement in our global life.

As a part of language skill, writing is very important to support communication among human being. Language is not only spoken, but also written. It is a basic language skill, just as important as speaking, listening, and reading. So that, writing must be taught for student.

Writing has a higher status than speaking because almost everybody can speak but only a few people can write. Students must write with correct grammar. They organize what they write into sentences and paragraphs. They use more formal vocabulary and they do not use slang. It demands them to have good ability in writing sentences. When the students want to describe something in a written form, they have to write it in a descriptive text, even in the simplest form.

Based on the interview between the writer and the English teacher of class VII E SMP N 8 Purwokerto, many students still had problems in writing,
especially in writing descriptive text, they seemed still confused on what they should write and how they developed their writing. They likely had so many things to write, but they could not express their ideas in a written form well. The problem mainly faced by the students was they were confused on what is first, next, and on write a descriptive text. Moreover, they lack vocabulary.

These happen because they are not used to writing, even in their own language. Harmer (2004:61) says that the students’ reluctance to write can also happen because they rarely write even in their own language, and so the activity feels like alien. Further, for many years, the teaching of writing has focused on the written product rather than on the writing process. In other hand words, the students’ attention was directed to the what rather the how of text construction (Harmer, 2004). This means, students are likely to be taught the form only without the process of forming itself;

Looking at those problems, the writer proposed a media that is believed can help students in writing descriptive text, especially in developing their ideas in a written form. The writer proposed “ENVIRONMENTAL” media as a solution.

Writer applies outdoor and indoor class method by using “ENVIRONMENTAL” media in learning of descriptive text writing. It is an approach to guide students to observe their environment, in outdoor or indoor class. Using environmental media as source of learning can make students more excited.
Through this media, it is hoped that students can write a descriptive text easily since “ENVIRONMENTAL” media will help them to develope their ideas in writing descriptive. As the result, students will be able to write a descriptive text in a clear, detail, and fluent organization.

B. Reasons for Choosing the Topic

This research only discusses about how to improve students’ competence in writing descriptive text through “ENVIRONMENTAL” media. By using this media, the students will be easy to develope ideas into a descriptive text. It is important to improve the students’ competence in writing descriptive text because they can share their ideas in a written form by observing object directly. The teachers should guide students to observe the object which will be written in descriptive text directly.

C. Research Problems

Based on the background, the problem statements of the research is “Can “ENVIRONMENTAL” media improve the students’ competence in writing descriptive text in the seventh grade of SMP N 8 Purwokerto in academic year 2013/2014?”

D. Aims of The Study

Based on the problem above, the aims of this study is to improve students’ writing competence in writing descriptive text using ENVIRONMENTAL media in the seventh grade of SMP N 8 Purwokerto in academic year 2013/2014.
E. Clarification of Key Terms

1. Improving

Elmore (2008: 1) states that the way students improve their learning is the increase of students’ active learning level (engagement) of the content they are learning. Here, improving means an intended activity to make the students’ ability in writing descriptive text better than before.

2. Writing

Lyons (1987: 1) states that writing is a form of problem solving in which the writer faces two main tasks. Those are generating ideas in language and composing these ideas into a written structure adapted to the needs of the reader and the goals of the writer.

3. Descriptive text

A descriptive text is a text that describes the features of someone, or a certain place (Wardiman, 2008: 46).

4. Environmental Media

Word “environment” is most commonly used describing “natural environment”. Environment includes all elements, factors, and conditions that have some impact for humans. Natural environment is contrasted with the built environment, which comprises the areas and component that are strongly influence by humans. In addition, environment is the familiar places that occur in human life. However, if students observe around their environment, they will more easily to describe it because it is familiar for them. The environment in this
research use the object surrounding outdoor and indoor class which can be used as learning source to support students learning activity. For example, garden, library, mosque.

F. Research Contribution

The result of this study is useful for all who be a part of education institution:

1. For the students
   
   It can motivate students’ spirit in learning. It can grow creativity and imagination. Students can observe object that will be described directly.

2. For the teacher

   Teacher can use environment as teaching aid in learning process to motivate the students. It can make teaching process is easier.

3. For the school

   It will make a right decision to use some teaching aids to support teaching and learning process.

4. For the readers

   They will get more information and experience from this research.

5. For the writer

   The writer will get new knowledge and experience in teaching descriptive text by using environmental media.