

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Writing is an activity of language that should be done in written form to explain about something to be informed for the readers. In line with that statement, writing is a process of expressing ideas or thoughts in words to a written form (Leo, 2007: 1). Another definition of writing is that as one of the English aspects, writing always formed part of the syllabus in the process of English teaching. It is used to reveal or express fact, feeling thought from the writer to readers in written form (Harmer, 2004:31). In short, writing is a kind of language skill leads the learners to share their idea in a written form in order to provide information for the readers.

Moreover, it is crucial for the language users to be able to write since that skill as important as their mother language (Harmer, 2004) as cited in (Stefanovicova, 2011:13). Another importance of writing is claimed by (Raimes, 1983) cited in (Stefanovicova, 2011:12) that it is necessary to master the writing skill for it will give many benefits when one communicate in written text with the people from other country and different languages but in fact, there is no access to meet up each other. This statement indicates that writing is one of the important skills to be mastered by the students. Further, writing plays a vital role not only in conveying information but also in transforming information to create new knowledge in such a demanding life (Weigle, 2002).

Furthermore, in the case of writing in Junior High School, there are several kinds of text taught for the students. One of them is descriptive text. A descriptive text is a text that allows the students to particularly describe or make explanations of objects such as person, place, things, or animals by using words Widarso (2013) as cited in Fatmawati (2014:2).

Writing is a kind of difficult activity that should be done by the students. It has stated in (Stefanovicova, 2011:18) that the things those make writing is difficult are (1) writing is an activity that should be done by the students themselves, often there are many psychological problems faced by the students which can lead them feel difficult in composing writing. (2) Writing requires the students to pay attention more to some aspects such word choice, and the order of each sentence in order to produce a clear well-understood text. (3) The students should be aware of the structure or grammar as well as the organization those should be well-constructed in a writing.

Based on several interviews with some students on 8<sup>th</sup> December 2014 toward the second grade of Junior High School students, it was known that the way used in conducting the writing class is discussion in the classroom.

In accordance with the result of the interviews stated previously, Eco-composition was chosen to give the students a new experience in learning writing especially descriptive text. Eco-Composition is a kind of strategy in teaching writing chosen in this research. Eco-composition is a part of the composition studies. The term was formed by combining ecology with the composition. Eco means ecology then followed by composition in order to

state about the interest in place and environment. On the other hand, it can also call as writing about place and writing in place. In addition, Eco-composition is also considered as the teaching writing activity which makes in use the environment on the learning process (Dobrin & Weisser, 2002) as cited in Elsharif (2013:2). In short, eco-composition is a kind of ways of teaching writing uses the environment as the centre point of composing such written text. It can be said also as the environmental-based writing or placed-based writing. In this case, the students will compose a descriptive text by observing the things available on their surroundings. Further, deals with the scope of this research, this research merely focus in the material about place because students were expected to focus in one topic only.

By applying eco-composition in a writing discourse, it will give some advantages such as the chance to extend the ability in composing the idea in the form of written text. Even, learners will have such better understanding and insight related to their surroundings. In contrast, there is drawback of implementing the eco-composition that some of students are prone to find such difficulties in catching the English vocabularies during practicing eco-composition since it is possible to find such new thing in the environment that they do not know yet about the term in English.

Furthermore, by choosing eco-composition to be used in this research, it is expected that it will lead to an effective way of teaching writing. For addition, this kind of research can give benefits for both curriculum and pedagogy. First, for the curriculum it is expected that eco-composition can be

applied as the learning way to teach writing descriptive text. Further, for the term of pedagogy it is intended that eco-composition can be used for teaching writing in order to extend the students' writing ability and their awareness toward their surrounding as well.

## **B. Reasons of Choosing the Topic**

Reasons of choosing the topic are as follows:

1. Writing is an important productive skill that considered as a kind of difficult activity to be done by the students.
2. Eco-composition is a kind of unusual way practiced in English writing classroom. Moreover, it is considered that it will be such a new alternative way for the teacher to teach writing meaningfully.

## **C. Problem of The Research**

The problem of this research was that "Is Eco-Composition Effective to Teach Writing Descriptive Text?"

## **D. Aim of The Research**

Based on the problem stated in the previous explanation, it was arranged that the aim of this research was to investigate whether Eco-composition is effective for teaching descriptive text.