CHAPTER I

INTRODUCTION

A. The Background of Study

In the globalization era, English language has become important in the world. The writer know that English is an international language; almost people around the world communicate using English. In Indonesia, English as a foreign language and the government of Indonesia inserted English language in the school curriculum.

Learning a language involves developing a large store of linguistic information as well as a set of process that use the linguistic knowledge for various purpose. Some of knowledge resources and processing skill are fairly evident, such as strategies for communicating information and editing process for producing effective written text. The purpose of language is to communicate, whether with others by talking and writing or with ourselves by thinking[1].

Good communication skills are needed in every life, in study at college or university, and in any career based on such studies. They need to improve their writing and to develop their ability to converse,

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[1] John Alego, Thomas Pyles. *The Origins and Development of the English Language, Fifth Edition*. (USA: Thomson Wadsworth. 2005), 16.

to discus, to argue persuasively, and to speak in public. "Everyone has trouble learning to write, especially with many complicated component processes. Actually, writing can be a great tool to help students know more about how they think".[2]

There are four skills in English language such as listening, reading, speaking and writing. Listening and reading skills are as the receptive skill and speaking and writing skills are regarded as productive skill. These four skills are interrelated to each other and very important in language learning and teaching. Nevertheless, those skills have to be mastered by the students, especially writing skill, because, according to Harmer, "being able to write is a vital skill for "speakers" of a foreign language as much as for everyone using their own first language. In addition, writing is used for a wide variety of purposes".[3] It is produced in any different forms. For examples, letter, book, etc. So, in everyday life, Indonesian people need to master writing.

Compared to other skills, writing is the most difficult skill to be learned because it needs competencies of many language aspects,

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[2] Nada Raudhotul Muthoharoh and Anita, "Using Feedback in Teaching Writing Descriptive Text" *Loquen English Studies Journal*, Vol. XI, No. 1, (June, 2017), 2.

[3] Jeremy Harmer, *The Practice of English Language Teaching*. (United Kingdom: Longman, 2001), 246.

include grammar, mechanic, content, diction, cohesiveness to express the writers' opinion, so writing takes much time and energy. It can be accepted if the students get difficulty to write because it is a long process. "Writing is the primary basis upon which the work, the learning and the intellect of a person will be judged-in colleges, in the workplace, and in the community".[4] Sometimes to find an inspiring topic might be sometimes rather difficult. To sum up the statement, the writer thinks that writing is not easy for the students to create their own writing in short time especially for beginners because they need much time in the writing steps.

In modern era as right now, writing plays an important role in the real life. There are several products of writing that human being as social creature need as media to share idea. Descriptive text is one of the examples of writing product that can be used as media to describe something. According to Meyers, writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.[5]

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[4] Emeliya Sukma Dara Damanik, "Using of Call Method in Writing" *Loquen English Studies Journal*, Vol. XI, No. 1, (June, 2018), 9.

[5] Alan Meyers, *Gateways Academic Writing, Effective Sentence, Paragraph, and Essays* (Longman: 2005), 2.

In fact, many Indonesian students face many difficulties when they begin writing. Because "writing is not only generating and organizing the ideas, but also translating these ideas into readable text. The difficulty will get worse if students' language proficiency is weak".[6] Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements.[7] Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing become easier and interest to learn for students.

In addition when the writer had a teaching practice, the students spent much time to think what they had to write because they did not get ideas quickly. They had difficulties in generating the ideas, writing mechanic, grammar, and they lacked of vocabulary.

Concerning the experiences above, the problems faced by students in English language must be solved by english teacher. By using appropriate and interesting media or technique in the process of teaching and learning English at class, it is expected students will easy

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[6] Ila Amalia, "Fostering Students' Writing Skill Through Peer Feedback Activity" *Loquen English Studies Journal*, Vol. XI, No. 1, (June, 2018), 1-2.

[7] J. B. Heaton, *Writing English Language,* (London: Longman, 1975), 138.

in receiving writing materials from the teachers. The writer in this research is interested to use elicitation technique in teaching writing at class especially to write a composition in writing the descriptive text. Descriptive text is a text which meant to inform readers about something or someone by giving a description about it. Generic structures of descriptive text are: 1) Identification, which tells about whom or what people want to describe about; 2) Description, which describes about the subject.

Unfortunately the teachers in modern era as right now are not able to think creatively, they are lazy to to make an inovation to help students develove their writing skill. They only depend on the course book, it can impact on the students motivation to learn english. Furthermore the teachers commonly use the conventional strategy such as explaining the generic structure, the language features, give the text example, and give a task to the students to make a text. Harmer stated that, "For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students'

attention was directed to the what other than the how of text construction".[8]

This study focuses on students' descriptive text writing. The writer in this study tries to use an innovation strategy in writing. By using the elicitation technique in learning activities, the students will not feel lack of confidence anymore since they learn writing in which they can express their ideas. It is expected that when pupils are on free oral activities, teachers are trying to get them to say what they want to say, to express themselves and their own personalities.[9]

Using the elicitation technique for teaching writing skills is an alternative way to support English teaching and learning process because students generally understand when they are get a guide or clue of how they began to write. Hopefully, the elicitation technique can be an effective learning method to develop students' writing ability. The students can take a good lesson from the learning process in the classroom, and can help teacher and students become interactive in learning. Teacher get easier to teach and the students become more interested in writing learning.

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[8] Jeremy Harmer, *The Practice of English Language Teaching.* (United Kingdom: Longman, 200), 3.

[9] Scott and Ytreberg, *Teaching English to Children*. (Cambridge: Longman. 1990), v.

Based on the explanation above the writer will to conduct an experimental research in MA Al Mumtaz Pulosari Pandeglang by using the elicitation technique in teaching writing descriptive text. In which it was going to be pleasant and interesting for young students.

B. The Questions of the Problem

The writer has explained more clearly about the background of the study. There are many problems in this research that have mentioned by the writer. Then the writers formulate specific statments as follow:

1. How is the students writing skills on descriptive text at the second grade of MA Al Mumtaz Pulosari-Pandeglang?

2. How is the effectiveness of elicitation technique in teaching writing on descriptive text at the second grade of MA Al Mumtaz Pulosari-Pandeglang?

C. The Objectives of the Research

Based on the problems above, the writer formulated the objectives of the research as follows:

1. To know the students writing skill on descriptive text at the second grade of MA Al Mumtaz Pulosari-Pandeglang

2. To know the effectiveness of elicitation technique in teaching writing on descriptive text.

D. The Significants of the Research

The result of this study is expected to provide useful information for three people. They are:

1. The English teachers

The findings of this study expected to be able to enrich the teacher knowledge in terms of the teaching descriptive text by using elicitation at the second grade students of MA Al Mumtaz Pulosari-Pandeglang.

2. The students

The finding of this study is expected to make process of learning more interesting and enjoyable, so that it will increase their writing skill especially in writing descriptive text.

3. Further researchers

The result of this study is hoped as a basic consideration and information for doing a further research. Furthermore, the finding of

this study is expected to be able to bring positive impact in teaching learning process in Senior High School.

E. Hypothesis

Hypothesis is a formal statement about an expented relationship between two or more variables which can tasted through an experiment. Regarding the objective of the research above the research will take hypothesis as follow:

1. Alternative Hypothesis (Ha) : "elicitation technique is effective in teaching writing of descriptive text."

2. Null Hypothesis (Ho) : "elicitation technique is not effective in teaching writing of descriptive text.

F. Organization of Writing

The paper consists of five chapters.

The first chapter discuses introduction that consists of the background of the study, the statement of problems, the objectives of the study, the hypotesis and the organization of writing.

The second chapter explains regarding to the theoretical review consisted of definition of elicitation technique, the explanation about writing and the explanation of descriptive text.

The third chapter discuses methodology of the research consisted of place and time of the study, subject of the study (population and sample), method of the research, types of collecting the data, technique of collecting the data, technique of analyzing the data.

The fourth chapter deals with the result of the study tha contains analysis of the data.

The fifth chapter is closing that consists of conclusion and sugestion.

G. The Previous of Study

1. The first research entitled "The Effectiveness of Elicitation Technique in Teaching Speaking Ability (An Experimental Research at the Second Grade of MTs Al-Zamhariah Cikeusal Regency of Serang)" by Uuy Sahlatun Muyassaroh SRN: 112301127 English Education Department Faculty of Education and Teacher Training the State Instituite for Islamic Studies Sultan Maulana Hasanuddin Banten 2015. The aim of the research is to develop teaching speaking ability using elicitation

technique. The method of the research is experimental research. The researcher used two classes of MTs Al-Zamhariah Cikeusal Regency of Serang, one class as control class and one class as experimental class. The researcher takes the students of second grade of MTs Al-Zamhariah Cikeusal Regency of Serang as the population of the research. There are two class in VIII and every class have 25 students, and the total population of this research is 50 students. The researcher took sample by cluster technique from the population and divided into two classes as sample research from second grade students of MTs Al-Zamhariah Cikeusal Regency of Serang in academic years 2015/2016. The researcher takes two classes there are VIII A consist of 20 students as experimental class and VIII B consist of 20 students as controlled class. For control class, the researcher used conventional method to teach speaking, and for experimental class the researcher used elicitation as a technique to teach speaking. The result of the research shown that the students' speaking ability in experimental class better than control class. From the result of the research, it can be concluded that elicitation is an effective technique to teach

speaking because it made students felt fun easy to learn and active in class and also can improve students' speaking ability. From the result of the research that mean of pre-test score obtained by the students of experimental class = 37,8 was greater than control class = 35,9. The mean of post-test score in experimental class = 52,5 was greater than control class = 44,7. Based on the statement above and the result of analysis on standard deviation table, we can see that the result of test after teaching students' speaking ability using elicitation technique (post-test) get higher score than result of test before teaching students' speaking ability using elicitation technique is accepted. From the interpretation above, the writer said that using elicitation technique on students' speaking ability would be better and more effective than teaching English speaking ability without elicitation technique. The similarity between this research is used same technique with the research above is elicitation technique. The difference between this researchs above is the kind of language skill, the research above used speaking skill and my research used wrting skill in descriptive text.

2. The second research entitled "Increasing Students' Vocabulary Achievement By Using Elicitation Technique At The Sixth Grade Of Sd Inpres Tello Baru I/2 Makassar by Nurhayati Reg. No. 20401106065 English Education Department Faculty Of Education And Teaching Science Alauddin State Islamic University Makassar 2010. Based on the results of this study can be summarized as follows: that some students had good improvement of pronunciation; 9,1% got poor and 3% got very poor and 87,9% got average. The results of the observation showed that some of the students can memorize many vocabularies; 9,1% good, 84,8% got average, 6,1% got poor. He looked for the problem statement. As the explanation of the findings above, the researcher would like to explain that Ellicitation Technique can improve the studentns' vocabulary and there were two aspects that the researcher values in the research, they are memorizing vocabulary and pronunciation.

1. Using elicitation technique to increase students' achievement was some researches before have proved that interview is good to be applied in the classroom to 46 improve the students' achievement and make them active in the

classroom. Therefore, the researcher tried it to improve the students' achievement in learning English vocabulary by using Elicitation. The first cycle consist of plan, action, observing and reflection, and the second cycle consist of plan, action, observing and reflection.

2.   The impact by using elicitation technique of increasing students' vocabulary at the sixth grade of SD Inpress Tello Baru I/2 Makassar. It hopes that the result of the research, it hopes that implementation of elicitation technique can help the teachers to increase the students' achievement, it is also expected to give good contributions to their students so that the goals of teaching and learning can be achieved easily the teachers also can be easy to make their students understand the materials.