

CHAPTER 1

INTRODUCTION

In this chapter, the writer would like to discuss the background of the study, identification of the problems, statements of the problem, objectives of the study, significances of the study that provides theoretically and practically, and the last thesis organization.

1.1 Background of the Study

Language is a tool for communicating by all the people in this world. With the language, the people can talk to each other directly or in different places. According to Garvey (2010:5), language is a tool to connect the communication to each others by using expression. We can use language to express our idea, our feelings, and our emotions to each other. Language also can help the people in doing something, such as in communication, business, discussion, education and many others. On the other hand, based on Garvey (2010:28), language is a language is a set of rules, unconsciously present in the mind, which enables human beings to represent and communicate meanings by producing audible, visible, or tactile symbols that these rules systematically relate to those meanings. In addition, people should master in their language communication to get information and to deliver the idea and messages.

There are many languages that used by the people around the world. One of the language that used by all the people in the world is English. English becomes an international language which every person all over the world communicative by using it. It is because almost every people in the world use English to communicate especially when people go to abroad. The most important is that people have to understand what people say using English. Thus make them easy when they want to communicate to say something or to get information to foreigners. Based on Garvey (2010:4), people can make a conversation by communicating each other. They will understand the people's intention by entertain or giving some idea or each

other. From the explanation above, Indonesian should learn English more and to get understand well for communicating with other people in abroad.

In Indonesia, English as a foreign language, so that it must be taught to Indonesian. English language also becomes one of the subjects that have been taught according to the curriculum by the teacher. Ascertain the important of English in order to communicate and express the people's idea, they have to understand English whether in written or spoken. In English language education have four skills for getting people easy in their communication. The skills are: listening, speaking, reading and writing. Communications also have two kind types. They are written and spoken. Thus not only speaking that can make people communicate to each other but also they can use writing to express their idea, suggestion, story and many others.

According to Harmer (2004:6), both of speaking and writing have similarities. They are time and space, participants, process, organization and language, signs and symbols, and the last are the product. On the other hand, Harmer (2004:3) said that in this world, almost all of human can speak by their selves and they grow up by speaking using their language. Because of it, writing can be taught to communicate by the people to each other. The students have to master the components of writing such as grammar, punctuation, vocabularies and so on. Thus, writing also has important point in communicating people around the world.

Descriptive text is used to describe a particular person, place or thing Gerot and Wignell (1994:208). Descriptive text is difficult enough to learn by the students especially students in senior high school in grade tenth. They also always get conventional way in teaching descriptive text writing. In fact, almost all of the students feel hard to write the text in their native language. They get difficult in arranging the words become sentences and also sentences becomes a paragraph. In addition, English teacher should apply Presentation Practice and Production (PPP) method to make the students to be active and understand the lesson. Presentation Practice and Production (PPP) method is a variation method in Audiolingualism. The procedure's method,

the teacher introduces a situation which contextualizes the language to be taught. In this method, the students practice and the students repeat the words, sentences, paragraph or even a text together with the teacher's conduct.

The researcher would like to make sure that the implementation of Presentation Practice and Production (PPP) method is a good way to teach writing descriptive text in Tenth Grade Students of State Senior High School 1 Bangsri. There are many methods which are usually used, such as Total Physical Responses (TPR), Communicative Language Teaching (CLT), Jigsaw, Presentation, Practice and Production (PPP) and there are many other methods. The researcher tries to apply Presentation Practice and Production (PPP) method in teaching writing descriptive text. The researcher hopes that Presentation Practice and Production (PPP) method will be given a better effect in the learning writing descriptive text and give many advantages for the students. The researcher hopes that the student more understand the explanation by using Presentation Practice and Production (PPP) method in the learning process. Then, the student feel interest with material because it delivered by using interest method and make them interest in learning process. Next, the students will feel easy to remember to the material that the teacher has explained. Last, the students can easy to practice what they have understand from the teacher's explanation.

1.2 Identification of the Problems

Based on the background of the study above, the researcher can identify the problems as follow:

1. Students are difficult to write the text in their native language
2. Students always get conventional way in teaching descriptive text writing

1.3 Statements of the Problem

According to the identification of the problems above, the researcher would like to know

1. How can Presentation Practice and Production (PPP) method be implemented in teaching writing descriptive text?
2. How are the students' response in writing descriptive text by using Presentation Practice and Production (PPP) method?
3. How are the strengths and weaknesses of Presentation Practice and Production (PPP) method in teaching writing descriptive text?

1.4 Objectives of the Study

By the end of this research, the researcher would able to:

1. Describe the implementation of Presentation Practice and Production (PPP) method in teaching writing descriptive text.
2. Know the students' response in writing descriptive text by using Presentation Practice and Production (PPP) method.
3. Find the strengths and weaknesses of Presentation Practice and Production (PPP) method in teaching writing descriptive text?

1.5 Significances of the Study

The significances of the study are:

1. Theoretically

The result of the research is expected to be able to give the teacher's and the readers' understanding about using Presentation Practice and Production (PPP) method. In this case, the teacher and the readers know that Presentation Practice and Production (PPP) method is an appropriate method to teach writing descriptive text.

This study is also expected to be able to give a reference for other researchers who want to study about Presentation Practice and Production (PPP) method in teaching writing descriptive text.

2. Practically

(1) For students

The use of Presentation Practice and Production (PPP) method does not only give the students explanation about the material in general but also it guides them to the process of understanding the material, especially in understanding writing descriptive text. In addition, the use of Presentation Practice and Production (PPP) method can make easy for students in writing process.

(2) For teachers

The result of this study is expected to the teachers that used Presentation Practice and Production (PPP) method is an appropriate method to teach the students in writing descriptive text. The teacher should apply this method because it can make the students more understand when the material will be explained by the teacher.

1.6 Thesis Organization

This thesis organization give the readers a complete explanation what the writer writing about. The writer presents the general thesis organization as follows:

Chapter one presents the introduction which consists of background of the study, identification of the problems, statements of the problem, objective of the study, and significances of the study and thesis organization.

Chapter two explains the review of related literature which consists of previous research, theoretical review which consists of writing(the definition of writing, micro and macro skills of writing, process of writing and technique in teaching writing), descriptive text(definition of descriptive text, social function of descriptive text, generic structure of descriptive text and lexicogrammatical features of descriptive text), presentation practice and production(the definition of presentation practice and production, the aim of presentation practice and production and the procedure in implementing

presentation practice and production), teaching writing descriptive text by using presentation practice and production method, research framework.

Chapter three describes method of investigation that consists of setting of the research, subject of the research, research design, method of data collection (interview, observation and questionnaire), and method of data analysis.

Chapter four presents the discussion which explains the results of the study.

Chapter five consists of conclusion and suggestion.