

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English is one of the languages to interact which has an important role in the world. In global era we should try to be able to speak English to make the way for us a good relationship with other countries in the world for mastering the science, technology, and culture in the world. By mastering English, it is easier for us to face the competition with other countries.

In Indonesia, studying English is not new thing of junior high school before because English is taught in elementary school up to senior high school. But the fact more students in Indonesia generally found difficulties, boredom, and confusing in English as foreign language because it is not their mother tongue so they do not feel easy for learning and also remember all the word in English.

The language skill has two parts of language function, namely oral and written English as a means of communication. In the first part speaking and listening is oral language, and the first part reading and writing is a written language. In learning English writing one in the most difficulties in learning English.

Writing is of fundamental importance to learning, to development of the person in each learner, and to success in the educational system, especially in learning English. Johnston et.al in Javed et.al (2013: 130) state that Writing is the

one of the basic skills of the English language. In the process of writing, writing is the primary basis upon which our work, our learning, to developing in learning process. Writing means also, process to product our mind into word. Tarigan in Faisal (2013:240) writing is of the language skill which is used to communicate in directly, without having face to face with other people. Therefore writer should explore her mind to find new idea that make sentence meaningful. The idea will be into a word, a sentence, a paragraph and text. In writing there are some texts such as descriptive text, narrative text, and recount text.

Descriptive text is that domain of writing that develops images through the use of precise sensory word and phrases, and through devices such as metaphor, and the sound of word. The term descriptive text rightly makes as think wonderful poetry, of vivid story paragraph that help us see settings of forests or seascapes or city streets. According to Ellis et.al in Hadyan (2013:59), descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, in addition, it allows students to share interested impressions of a person, a place, or an object surrounding them (Troyka in Hadyan: 2013). Mean while, the writers should be able make the readers interested with the stories. The researcher chooses descriptive text in her research because the descriptive text is one of texts that should be mastered by students at first grade junior high school.

Based on observation done by the researcher with English teachers of the first grade SMP Muhammadiyah 3 Jetis, there are many students that have difficulties in writing. Many students have difficulty to explore their idea and to

bunch the word into sentence well. In addition, the students are still confused about grammar, vocabulary, and language use although they have been already in junior high school. Therefore, the students' motivation to write is poor.

There are some strategies in teaching writing. The researcher chose is portfolio. Portfolio is a systematic collection of student work and related material that depicts a student activities, accomplishment, and achievement in one or more school subject. According to O'Malley & Valdez Pierce (1999), Portfolio is systematic collection and evaluation of student work measured against predetermined scoring criteria, such as scoring guides, rubrics, checklist, or rating scale. So it can be concluded that Portfolio is strategies in writing is can help the students to brainstorm their idea, help the students explore their idea become a text or writing, reviewing the draft of the texts.

In the descriptive text through by portfolio the students should make describe which a topic home and family portfolio. The students should discover their idea become interesting story. So, in learning descriptive text with portfolio the students make a paragraph descriptive text. The students can explore brainstorming their idea to their paragraph.

The result of this research show that the students who are taught using portfolio have better than those who are taught by using direct instruction

## 1.2. Limitation of the Problem

The researcher proposes only to focus on the improvement achieved by students in writing ability descriptive text through portfolio. Which a topic home and family portfolio. The researcher chooses descriptive text because a descriptive text one of the texts that should be mastered by the first grade junior high school students based on syllabus.

## 1.3. Statement of the Problem

Based on the limitation of the problem the writer formulates a research question as follows:

1. To what extent is the increase of students' ability in writing descriptive text using portfolio of the First grade students of SMP Muhammadiyah 3 Jetis?
2. To what extent is the different improvement the student' ability writing descriptive text using portfolio in First grade students of SMP Muhammadiyah 3 Jetis year 2015/2016?

## 1.4. Objective of the Research

The objectives of the research are to find out:

- 1) Whether or not Portfolio can increase the student' ability in writing content of descriptive text the First Grade SMP Muhammadiyah Jetis
- 2) To know the different improvement the students ability in writing descriptive text in First grade of SMP Muhammadiyah 3 Jetis year 2015/2016

### 1.5. Significant of the Research

This research is conducted in order to give theoretical and practical benefit

#### 1. Theoretical benefit

The result of the research is expected to be meaningful information and contribution for the teacher as the technique in teaching writing in relation to the student. They will be able to express their ideas into writing form to improve their ability by used portfolio.

#### 2. Practical benefit

The research finding can be used by the students', teacher, school, and writer herself and it will be useful to other researcher who are interested in analyzing teaching learning writing.

##### 1) For students

- a. It can improve the mastery of writing subject
- b. The student will be able to write better

##### 2) For the teachers

- a. The teacher knows the level of students mastery in writing ability
- b. The result can become an input to determine the step and strategy for teaching learning especially in writing and it can be as the important information in using media to improve the quality of teaching writing

##### 3) Methodologically

The benefits of this research can give contribution and inspiration for the teachers to used method which are appropriate in English learning process

## 1.6. Scope of the Research

This research focuses on the technique in teaching writing used in portfolio improving the writing ability of the first grade students in SMP Muhammadiyah 3 Jetis. It is applied to improve the students' ability in writing descriptive text. Writing ability here focuses on content. The researcher focused on content because most of the students have difficulty in expressing their idea to complete their writing content.

## 1.7. Definition of Key Term

Portfolio: is the term portfolio can be interpreted as a form of physical objects, as a social pedagogical process, as well as an adjective. As a form of physical objects that portfolio is a bundle, which is a collection or documentation of the work of learners that are stored on a bundle.

According to Huang, (2012:15) portfolio is a purposeful collection of student work that document and assess the student's efforts, progress, and achievement in one or more areas over a period of time.

Writing: is not merely language skill as an adjunct to language learning, but an effective approach to developing language from words, sentences, and thereafter to discourse in language (Raimes in Huang, 2011:505)

Descriptive text: text is that domain of writing that develops images through the use of precise sensory words and phrases, and through

devices such as metaphor and the sound of words.

(McCarthy, 1998:5). Its purpose to person, place, or thing.

