

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the research background that explains why this research is important to be studied relating to the topics in research fields. This chapter also elaborates several theories by the experts to understand the study of this research. Finally, this research provides useful data and information regarding the topic that is researched.

#### A. **Research Background**

Writing encourages thinking and learning for its reflection. When thought is written down, examined, considered, added to rearranged, and changed (Leo, 2007: 01). It means that writing is a process of thought in expressing the idea in a written form. Writing skills is one of the most difficult skills, especially for students in any level of English because to make a good writing, the learners should study to write extensively and they have to master some features that support those skills. As the students develop their writing skill, they need to learn some integrated abilities to make their writing correctly, such as structure, vocabulary, spelling, phonetic and meaning.

According to Nation (2008), writing is an activity that can be usefully be prepared for work in the other skills of listening, speaking, and reading. Writing is good support for the other skill of listening, speaking and reading because there are some basic components that found in the other skills for example vocabulary. As the

basic level, writing is an act of committing words or ideas to some medium. It means that writing is a skill that should be mastered, because it can be usefully and support for the skills of listening, speaking and reading. So that, writing is a basic level of other skills. It is very important for students to be mastered in this skill.

According to Brown (2001), there are five components of writing: content, organization, vocabulary, grammar, and mechanic. The content must be relevant to the topic and easy to understand. the organization must be related to the main idea. the vocabulary must be good in choice of words, the mechanic must be good in spelling, and punctuation and the grammar must be good in accuracy.

There are many genres in writing that are taught to Senior high School students. Those are narrative, procedure, recount descriptive, and so on. The researcher focused on descriptive and announcement texts based on a curriculum 2013 of Vocational school 3rd version 2017 recommended by the Indonesia government. There are two texts which have to be mastered by the students, the first one is descriptive text (Basic competence 3.4 and 3.5) and the second one is the announcement text (Basic competence 4.4 and 4.5). The concept of genre has been used in many fields, including folklore, linguistic anthropology, ethnography of speaking, conversational analysis, rhetoric, literary theory, sociology of language and applied linguistics (Paltridge, 1997). At least eight prototypical genres those are necessary for students to learn, and to follow (Martin 1985, Rothery 1985,

Derewianka, 1990). There are recount, report, explanation, exposition, discussion, procedure, narrative and ws story (Macken-Horarik, 2002).

The first is descriptive text. McCarthy (1998) stated that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases and through devices such as metaphors and the sounds of words. Furthermore, he explained that the term descriptive writing rightly made us think of wonderful poetry of vivid story paragraphs that help us see settings of forests or seascapes or city streets, of passages that show us people acting, speaking and feeling in ways that make them believable and real to us. According to McCrimmon (1984) description is a strategy for presenting a verbal portrait of a person, place, or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture of “what it looks like”. Moreover, technical description provides readers with precise details about the physical features, appearance, or composition of a subject. Everett (1997) illustrates that a description is a verbal picture of a person, place, or thing. When describing someone or something, it is important to give readers a picture in words. To make the word picture as vivid as possible, observe and record specific details that appeal to all of the reader’s senses: sight, hearing, taste, smell, and touch. A descriptive paper needs sharp, colorful details (Everett, 1997). It can be concluded that the primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves paying

close attention to the details by using all of the five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.

The second is announcement text. People write the announcement supposed that they did not miss about what kind of event they want to announce. The sample of announcement text can be found on the wall magazine or on the public place, and also it can be found in a spoken announcement when teacher call chief of the students or when there is an event at school, for example. Where announcement text is written text, in a form of what has happened or what will happen event. When people want to announce about a certain event, they will write it then read it.

Based on the curriculum of Vocational school 3rd version 2017 recommended by the Indonesia government, there are two texts which have to be mastered by the vocational school students. The first one is descriptive text (Basic competence 3,4 and 3,5) and the second one is the announcement text (Basic competence 4,4 and 4,5). In learning descriptive text, the students may have difficulties in learning it. The students may be confused about what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the topic. They still need knowledge about writing English text even though they have studied English.

The previous study related to this research has been done by, the first; Rasyidah (2015) conducted the research at SMPN 2 Bangun Purba Riau. The results

show that the students' mean score of writing skill particularly in writing descriptive text was 51 and it was considered as the average level of skill. The second, Yusuf (2016) conducted the research at SMPN 1 Sambi Surakarta. The results show that too many students do not understand the tenses used in announcement text. Furthermore, the last, Rahmawati (2017) conducted the research at SMAN 1 Klirong. The result shows that the students should practice continuously to make a good paragraph or arrange text. They should enrich vocabularies as supporting to arrange a good text.

This research is different from the previous research. This research focuses on the analysis the text made by accounting students in descriptive and announcement texts that consist of content, organization, vocabulary and mechanic and grammar (Brown, 2001). Meanwhile, the previous research focuses in descriptive and paragraph aspect only. The researcher hope by analyzing the students' writing skills can help the teacher and the students' knowing the strength and weaknesses of the students' writing skills.

## **B. Research Questions**

In accordance with the previous information, a few problems formulated:

1. How are the accounting students' skills in writing descriptive text?
2. How are the accounting students' skills in writing announcement text?
3. Which students' writing skills are better, skills in descriptive or announcement text?

### **C. Research Objectives**

Based on the research questions, the purposes of this study are to know:

1. The accounting students' writing skill in descriptive text.
2. The accounting students' writing skill in announcement text.
3. The comparison between students' writing skill in descriptive text and the announcement text.

### **D. Limitation of the Study**

The present study focuses on three matters. The First is the strengths and weaknesses of the accounting students' writing skill in descriptive text. The second is the strengths and weaknesses of the accounting students' writing skill in announcement text and the third is to compare the results from descriptive and announcement text.

### **E. Research Significances**

1. The Theoretical Significance

The researcher expects that this research contributes to the know the strengths and weaknesses of accounting students in writing skill.

2. Practical Significances

- a. For students

It is expected that the students can improve their writing skill by knowing the weaknesses of their writing skill. Therefore, they learn writing English text with more practice.

b. For teacher

It is expected that the teacher gets new information of accounting students writing skill and they can improve their skill in teaching English writing skill as the result, it helps the teacher in increasing the quality of teaching writing skill.

c. The researcher

This study gives the researcher new experience in conducting teaching and learning writing text. The researcher will find the answer on how are the qualities of accounting students writing text. Also, the researcher can give a contribution to the teachers to solve the problems in teaching English.

## **F. Rationale**

Writing is an activity that human does either in academic or in daily life. Different from speaking, writing is considered more challenging in the process. According to Harmer (2008:86), writing is a process that is heavily influenced by the constraints of genres. Then these genres have to be present in learning activities.

Writing also is a complex activity because we have to putting the idea down to paper and give them structure and organization. According to Brown (2001), writing is thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization

According to Nation (2008:113), writing is an activity that can be usefully be prepared for work. Writing is a good support for the other skill of listening, speaking

and reading. As the basic level, writing is an act of committing words or ideas to some medium. It means that writing is a skill that should be mastered, because it can be usefully and support for the skills of listening, speaking and reading. So, the writing is a basic level of other skills. It is very important for students to be mastered in this skill. From the definition above it can be concluded that writing is a way to produce language that comes from our thought.

Harmer (2004:31) says that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other references material to help them. So, Writing encourages students to focus on accurate language use because they think as they write, it may well encourage language development as they resolve problems which the writing puts into their minds.

According to Mark (2003:26-27), the first generic structure is a general opening statement in the first paragraph (introduction), the second is a series of the paragraph about the subject (description) and the last is the conclusion.

Mustriana and Kurniawati (2005:94) state that “an announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact”. Bailey and Walker (1956:112) mention some important things



about a good announcement. “An announcement should include what, when, where, and who. Often it includes why and how.

Cohen (1994) says that there are five aspect of writing text. There are content, organization, vocabularies, grammar, and mechanic

From the explanation above, this research analyzes the text written by accounting students in descriptive and announcement text. Therefore, the result of this research can help the teacher and the students’ to know the strengths and weaknesses of the students’ writing skill.

#### **G. Previous research**

There are a number of studies that discuss the analysis students writing skill;

A research by Herlina (2011) reveals that the students are still confused in using subject-verb agreement whether it is singular or plural especially when the subject is in noun phrase form, the transformation between bare infinitives into preterit particularly irregular verb, and usage and sentence pattern of the fourth tenses.

A research by Yuniarti (2015) reveals that the students’ writing skill descriptive text of the ninth grade students of SMPN 3 Rambah Hilir was fair. It shows from the average score in the descriptive text was 44.32. It can be categorized in a fair category.

Moreover, research by Fi’atun (2016) reveals that the students’ organizing ideas was becoming the strength of students' writing skill which the students got the

highest mean score 66. It was indicated that the student's organizing ideas was mainly affects the students' writing descriptive text ability while the weakness came from the mechanic aspect. In this aspect, the mean score was 46 which is the lowest of all aspects. Thus, from the data presented, it can be concluded that the writing descriptive text skill of the second year students of MTsN Bandung Tulungagung was in average level.

Addition, research by Fitri (2017) reveals that students' skill in writing descriptive text was still in the poor level. It is caused by their average score in writing was only 51,87 and it can be categorized in the Poor Level.

Besides, research by Hanafi (2018) reveals that eleventh graders' difficulties in writing descriptive text faced on the five writing aspects was classified as high. Most of the students have difficulty in each aspect such as grammar (93%) of students, vocabulary (90%) of students, mechanic (90%) of students, content (87%) students, and organizing (83%) of students.

However, this research is different from the previous research. This research focuses on the analysis the text made by accounting students in descriptive and announcement texts that consist of content, organization, vocabulary and mechanic and grammar (Brown, 2001). Meanwhile, the previous research focuses in descriptive and paragraph aspect only.