CHAPTER I

INTRODUCTION

1.1 Background of the research

There are four skills that should be mastered in learning English. They are listening, speaking, reading and writing. Writing Among those skills is the most difficult one.

> "Writing is considered as the most difficult skill for language learners because they need to have a certain amount of L2 background knowledge about theoretical organizations, appropriate language use or specific lexicon with which they want to communicate to their readers."Tangpermpoon(2008)

Therefore, the researcher assumes that the quality of writing leans on the word choice understanding. This assumption brings the researcher to conduct the research on the writing skill. Moreover, in the Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006 syllabus of senior high schools curriculum requires students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Based on the explanation above, descriptive writing is one genre that must be mastered by students in learning English. And theoretically, according to Houge (2008: 50)

> "Description is writing about how something (or someone) looks and uses space order. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind *of the reader"*

Moreover, Fardhani (2005:190) states that using concrete and specific word will be best assurance of writing not only a vivid but a fully developed description.

In this regard descriptive writing needs suitable word in order to make the message of the writing clearly sent to the reader. For instance, the word "**like**" serves a variety of purposes, it can act as an adjective, a preposition, an adverb, a conjunction, a noun, or a verb. We may know how to put them in proper place in a sentence by Parts of speech mastery. Once we put them in the wrong place the meaning will be different. E.g. *I'm like monkey* and *I like monkey.* Those sentences have different meaning even though there is a word "*Like"* in both sentences. In the first sentence, the word "like" is classified as an adjective. It indicates similarities in qualities or characteristics. However, the word "like" in the second sentence is classified as a verb which indicates a state of being or preferring something.

Therefore, parts of speech mastery has essential role in composing the best descriptive writing. In addition, an article written by Messie on *westmaneditorial.com entitled "*Improve Your Writing: Know the Parts of Speech" states that;

> "These parts of speech can be considered the building blocks of the English language. Every word has a different function. Once you understand and can identify all the parts of speech, your writing will inevitably improve. Your word choices will get better, your sentences will get stronger, and your message will become clearer"

Therefore, the researcher wants to prove that parts of speech mastery has a significant effect on students' descriptive writing skill.

1.2 Problem of the Research

Does parts of speech mastery have a significant effect on students' descriptive writing ability?

1.3 Objective of the Research

The aim of the research is to find out whether parts of speech mastery have a significant difference on students' descriptive writing ability

1.4 The definition of the terms

1.4.1 Parts of speech mastery

The term parts of speech mastery in this research means the understanding of each word function and its position in the sentence.

1.4.2 Descriptive writing Skill

Descriptive writing skill in this research refers to the students' ability of describing somebody or something grammatically correct

1.5 Significance of the Research

This research is expected to give some benefits to the English teacher and students

1.5.1 The English teacher

The result found in this research will give an idea to the teachers in teaching descriptive writing.

1.5.2 The Students

The result of this research is also expected to give the students new knowledge and enable them to learn descriptive writing effectively through parts of speech mastery.

1.6 Scope of the research

This research is conducted on the first grade student of Nuris Senior High School Jember in the 2015/2016 academic year. This research is limited on the students' descriptive writing ability achievement through parts of speech mastery.