

CHAPTER I

INTRODUCTION

A. Background of the Study

English as the second language in Indonesia is admitted as the main subject being learnt and taught in Junior High School up to University. Among the foreign language, English has a special position because it is the only foreign language that is used as communication, and it has a wider use than Indonesian language. Most of the Indonesian students who have been learning English for a long time did not master it well. They always get some obstacles and difficulties in learning English. This is because the existences of different systems of the Indonesian and English. The students have to learn language function, such as asking, ordering, promising, apologizing, and suggesting. On the other hand, they also have to learn the rule of language such as the rule of constructing word into appropriate sentences and they hoped to be able to communicate about everything in English.

Considering the curriculum of Junior High School, English is very important and becomes the first foreign language in Indonesia. English is used for developing scientific science, technology and the relationship with other countries in the world. The curriculum also says that all components of English language were taught integratedly in language skills. There are four language skills namely; writing, speaking, reading, and listening. Writing is the one of

important things for the students as foundation in learning English. Besides, the students are also taught the element of language such as grammar, vocabulary, diction, and structure.

From the four language skills above, the researcher is interested in writing skill. Writing is the most frequently taught, because writing session always exists in every part of the chapter of English book. Writing is very important because the graduates of junior high school are prepared to continue their studies.

Nunan (2003: 88) states that writing is both physical and mental activity. Writing can be called as an activity in using language in the form of written text. The writer should move their ideas through a series activities or stages in writing process to produce a piece of writing.

There are many kinds of genre namely; descriptive, narrative, recount, argumentative, etc. Descriptive text is the one of genre which is taught in Junior High School especially to the 2nd year. The descriptive text describes all about human, animal, and place. Descriptive text consists of two generic structures namely; (1) identification that identifies phenomenon to be described, and (2) description that describes parts, qualities, and characteristics.

To make the good of descriptive text the student needs creativity because there are some aspects like grammar, vocabulary, diction, idea, punctuation, constructing the word, and also needs the carefulness the students to describe

something by details. Certainly, in teaching and learning descriptive text, there are problems faced by the teacher and the students.

The researcher wants to do a research, keeps track of *SMP Negeri 2 Kartasura* and describes the problems faced by the teacher and the students in teaching- learning descriptive text. In making descriptive text, the students have difficulties and the teacher has difficulties to explain descriptive text to the students.

Based on the background above the researcher wants to conduct the research entitled “**TEACHING AND LEARNING DESCRIPTIVE TEXT AT THE 2ND YEAR OF SMP NEGERI 2 KARTASURA IN 2010/ 2011 ACADEMIC YEAR**”.

B. Problem Statement

In this research, the writer formulates the following problems:

1. How is the implementation of teaching-learning process of descriptive text for the 2nd year of *SMP Negeri 2 Kartasura*?
2. What are the problems faced by the teacher in English teaching learning process of descriptive text for the 2nd year of *SMP Negeri 2 Kartasura*?
3. What are the problems faced by the students in learning descriptive text for the 2nd year of *SMP Negeri 2 Kartasura*?

C. Objective of the Study

The objectives of this study are as follows:

1. describing the implementation of teaching- learning process of descriptive text of English for the 2nd year of Junior High School especially in *SMP Negeri 2 Kartasura*.
2. describing the kinds of problems faced by the teacher in teaching English descriptive text for the 2nd year of Junior High School especially in *SMP Negeri 2 Kartasura*.
3. describing the kinds of problems faced by the students in learning descriptive text the second year students of *SMP Negeri 2 Kartasura*.

D. Limitation of the Study

In this research, the writer limits her research on English teaching and learning process of descriptive text applied by the teacher at the 2nd year of *SMP Negeri 2 Kartasura* in 2010/2011 academic year. In order to make the researcher more focuses and details in her research.

E. Benefit of the Study

There are two kinds of benefits of the research, namely practical benefit and theoretical benefit.

1. Practical benefit:

- For the writer

The study is hoped to enrich knowledge and experience of the writer about a descriptive study of English writing teaching and learning process.

- For the readers

The writes hopes the readers get larger knowledge and information about a descriptive study of English writing teaching and learning process.

- For the teacher and the learners

The result of this research is helpful both for students and teacher to solve their problems or the difficulties in teaching- learning English especially in writing class.

2. Theoretical benefit:

The result of this research can be used as the reference for those who want conduct the same object with different perspectives.

F. Research Paper Organization

This paper is described into five chapters that make the readers easy to read and understand the research paper.

Chapter I is introduction. It presents background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II deals with review of related literature. It delivers previous study, notion of teaching-learning, notion of writing, approach in teaching writing, strategies in teaching writing, notion of genre, notion of descriptive text, and features of descriptive text.

Chapter III elaborates research method that covers type of the research, place and time of research, subject and object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV discusses research findings and discussion.

Chapter V draws conclusion and suggestion.