

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in social life, because language has a tight position to every part of life. That is why nobody lives perfectly without language as an instrument. The main function of language is to communicate and interact among human beings, without language human beings cannot express their feeling and communicate with other people.

English as a foreign language has been taught from elementary school up to university. In Senior High School, it is aimed to reach functional level (Depdiknas, 2006: 227). It means that the students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. In other word, the purpose of English teaching in Senior High School is to reach communication target. It refers to discourse competence including comprehension and production competence both of written and spoken text realized into four language skills and it will be used to respond and produce the discourse in their society.

For most Indonesian learners, English is considered as a difficult language. Most senior high school students have studied English since they are in elementary school, but after finishing their elementary school, their competence in English is still poor and the students often make mistakes in studying foreign

language. Besides that, the students often face difficulties in mastering English because of the differences between mother tongue and foreign language they are learning. The differences may be in phonology, grammar, vocabulary, and diction.

The subject of English given to the Indonesian students involves vocabulary, listening, structure, reading and writing. In vocabulary, the students develop their memory in the English vocabulary; in structure the students learn how to construct the sentences; and in listening and reading, they learn how to use their ears and mouth to communicate in English. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In School-based Curriculum (KTSP), writing is essential for the students to develop their English in Written media conveying their idea. There are several genres taught in Senior High School in this research, namely; recount, report, narration, description, explanation, exposition, procedure, news item, etc. One of the genres that are descriptive text is a kind of text that tells the description of the thing or activity without any influence of the author. The students who write the descriptive paragraph will dig up all their vocabulary and grammar competence. It can be seen the actual capability of the students in English, because the writing descriptive paragraph is important to improve the student's comprehension in English. So, the students capability in writing descriptive paragraph needs to be analyzed and the writer chooses descriptive text.

Descriptive writing is intended to make the readers see, feel, hear, smell, taste like the writer wants. Each item must be described clearly so that the reader can see the subject completely. The writer thinks that descriptive is important for the students because it makes the students develop their imagination in written English. In this study, the writer observes the capability on writing descriptive text of the second year of the *SMA Negeri 1 Purwodadi*. As one of the favorite and popular school in Purwodadi, surely most of the students are intelligent in mastering the subject given by teacher. Based on the information of the English teacher in *SMA Negeri 1 Purwodadi*, the phenomena of the second year in English achievement, especially in their writing skill are not satisfying. In teaching writing, the students still have many difficulties. There are various aspects in the descriptive paragraph that become the most difficult face for the students to be mastered.

Phenomena above makes the writer interested to analyze their writing in descriptive paragraph and the writer wants to know the aspects of descriptive paragraph that become the most difficult for the students to be mastered. Based on the description above, the writer is interested in having *Students Capability in Writing Descriptive Text at the Second Year of SMA Negeri 1 Purwodadi in 2010-2011 Academic Year*.

B. Problem of the Study

In this research, the writer formulates the problem of the study as follows:

1. How is the students' capability in writing descriptive text at the second of *SMA Negeri 1 Purwodadi* in 2010-2011 academic years?
2. What are the problems faced by the students in writing descriptive text?

C. Objectives of the Study

Based on the research problem, the objectives of the research are

1. To describe the students' capability in writing descriptive text at the second of *SMA Negeri 1 Purwodadi* in 2010-2011 academic years.
2. To identify the problems faced by the students in writing descriptive text.

D. Limitation of the Study

In this research, the writer only analyzes descriptive text at the second of *SMA Negeri 1 Purwodadi* in 2010-2011 academic years.

E. Benefit of the Study

This study has two major benefits, they are: practical benefit and theoretical benefit.

1. Practical Benefit

- a. It gives consideration for English teacher at *SMA Negeri 1 Purwodadi* and other English teacher especially in improving the students writing skill.
- b. The students of *SMA Negeri 1 Purwodadi* can improve their ability in writing especially in writing descriptive text.
- c. The result of this research will be helpful both for the students and teacher to reduce the problem in teaching and learning English in teaching writing.

2. Theoretical Benefit

The result of this research can be used as the reference for those who want to conduct a research in English teaching learning process, especially in writing descriptive text.

F. Research Paper Organization

This research paper will be organized into several sections. Chapter I is introduction which deals with the background of the study, previous study, problem statement, limitation of study, objectives of study, benefit of the study and research paper organization.

Chapter II is review of related literature. It discusses the notion of writing, the process of writing, aspect of writing, descriptive text, element of writing, criteria for evaluation of text and the factors influence in learning writing skill success.

Chapter III is research methodology. It deals with type of research, subject of study, object of study, data and source data, method of collecting data, and technique of analysis data.

Chapter IV deals with the research finding, discussion of the finding students capability in writing descriptive text and the problem faced by the students in writing descriptive text.

Chapter V is the last chapter; here the writer talks about the conclusion and suggestion.