

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills that must be mastered by the students, namely: listening, speaking, reading, and writing skill. As one of the four language skills, writing has always occupied a place in most English subject matter or English course. One of the reasons is a lot of people need to learn writing in English for occupational or academic purposes. Thus, in terms of student's needs, writing occupies an equal role with the other language skills. Although it is placed on the last sequence, it doesn't mean that writing is an easy skill. It is difficult one, as stated by Scott (1990: 68) in Stella (1999: 280) that:

the writing and the oral skill are combined in the classroom and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for the students to get the grips with, especially for younger students: many students take a long time to master the skill of writing and writing in a foreign language is all to often associated with correcting errors.

Further, Stella (1999: 280) states that the students take a long time to master the writing skill because of several reasons, namely: (1) *Words in thousand*; the vocabulary mastery of students are different among each other, because their capabilities are different. And the students, especially younger students have difficulties in arranging the words to make a sentence because of their vocabulary limitation and they couldn't explore their idea into written language. (2) *They don't know how to correct mistakes*. Leki (1996) in Fauziati (2005: 148) states that the main purpose of learners writing activity is to catch

grammar, spelling, and punctuation errors. The learners just write what they wanted to write based on their idea without any good thought and their writing mostly was full of errors. And they couldn't correct the errors because they didn't master the base of error itself, like grammar mastery. (3) *They fear of being judged too harshly by their work.* The learners, especially the young learners usually felt unconfident with their writing because of the vocabulary limitation and errors about writing that they would make. So, they felt fear if they couldn't make the good writing. (4) *They do not understand the instructions or the title.* Generally, the learners make a mistake in exploring their idea into written language, because they don't understand what the instructions of the topic or the meaning of the title is. It could make the learners out of topic or misunderstood in exploring their idea.

In writing skill, there are many genre or text types given to the students, namely descriptive text or description, report, recount, procedure, narrative, anecdote, etc. The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process.

In this research, the researcher is interested in researching descriptive text as a type of genre implemented in teaching writing. Descriptive text means texts which have functions to describe a particular person, place, or things. Descriptive text consists of two parts, *identification* and *description*. By applying this genre, the researcher is sure that student will be interested and be motivated in taking part in a classroom practice.

Murray (1980) in Richards (1992: 7) distinguishes three stages in writing; pre-writing, drafting, and revising. Besides, there are many aspects that must be mastered by the writer to write well, namely grammar, vocabulary, and idea. Grammar and vocabulary are used to convey ideas. If they do not have an idea about the story, they will not be able to write about them well, no matter how much vocabulary and grammar they know.

In writing session, the teacher not only motivates the students to study harder and more diligent but also the teacher must have an appropriate method or suitable approach and can make the students easier in learning writing, especially for the students of Senior High School in which the students are young learners. So, the students feel confident and comfort in the teaching learning process.

In Senior High School, English became one of the important subjects that must be given to the students. It is important for them to get such introductory lesson in learning English. English skills which are taught in Junior High School consist of listening, speaking, reading, and writing skill. Every skill has its own purposes in order to improve the students' skill. And SMA Muhammadiyah 2 Gemolong is one of many Senior High Schools that give English lesson to the students in order to develop their knowledge and ability.

SMA Muhammadiyah 2 Gemolong is a Senior High School located in Sragen regency. In SMA Muhammadiyah 2 Gemolong, English subject is the material that should be taken by all students.

In this research, the writer is interested in describing the implementation of teaching English especially writing subject in SMA Muhammadiyah 2

Gemolong. Based on the background above, the writer is interested in carrying out a research which is entitled “THE IMPLEMENTATION OF TEACHING WRITING DESCRIPTIVE TEXT AT THE SECOND YEAR OF SMA MUHAMMADIYAH 2 GEMOLONG”.

B. Problem Statement

In this research, there are three problems formulated by the writer:

1. How is the implementation of teaching writing descriptive text at the second year of SMA Muhammadiyah 2 Gemolong? This general question are specified into:
 - a. What are the objectives of teaching writing descriptive text?
 - b. What are the teaching methods implemented by the teacher?
2. What are the problems faced by the second year student of SMA Muhammadiyah 2 Gemolong?
3. What are the causes of problems faced by second year student of SMA Muhammadiyah 2 Gemolong?

C. Objective of the Study

The writer has three objectives in this research. They are:

1. to identify the implementation of teaching writing at the second year of SMA Muhammadiyah 2 Gemolong, including:
 - a. the objectives of teaching writing using descriptive text.
 - b. the teaching methods implemented by the teacher.
2. to describe the problems faced by the second year student of SMA Muhammadiyah 2 Gemolong.

3. to identify the causes of problems faced by second year student of SMA Muhammadiyah 2 Gemolong.

D. Benefit of the Study

There are two benefits that can be achieved by this research: theoretical and practical benefit.

1. Theoretically

The result of this research will be useful for the other researcher and also readers who are interested in analyzing teaching English especially writing in Senior High School.

2. Practically

- a. For the writer, she can get the broader knowledge about teaching English, especially in teaching writing.
- b. To teacher, they can apply and get the knowledge about English teaching learning process and help them in solving their problem or the difficulties in writing class based on the students' capability.

E. Research Paper Organization

The organization of this research is given in order to make the reader understand the content of the paper as follows:

Chapter I is introduction. This chapter deals with the background of the study, research problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is review related of literature. This chapter deals with previous study, theories of teaching writing, and descriptive text.

Chapter III is research method. In research method, there are consists of type of the research, subject and object of rthe research, method of collecting data, data and data source, and technique for analyzing data.

Chapter IV is concerned with research findings and discussion of the finding.

Chapter V consists of conclusion and suggestion. Conclusion deals with the answer of the problem statement. This chapter also proposes some suggestion to the other researchers and readers.