

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills in learning English, such as listening, speaking, reading and writing skill. In mastering English well, the learner is obliged to understand those four skills because those skills relate each other. Writing is one of the important skills in teaching English. It has been used in most of English course. To write well, people must have good capabilities in writing. According to Sutanto (2007: 1), “writing as a process of expressing ideas or thoughts in words done at our leisure”. Writing skill is a complex activity because it needs many aspects to be mastered, for example vocabulary, grammar, and idea.

In school level-based curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, teaching English uses genre-based approach. There are thirteen kinds of genre, such as descriptive, recount, spoof, narrative, report, analytical exposition, explanation, discussion, procedure, hortatory exposition, anecdote, news items, and review. In every type of text, it has social function, generic structure, and significant lexicogrammatical features that can be the main point to differentiate one text to the others. In this research, the writer emphasizes more on descriptive text. Descriptive text is the easier text than the others because descriptive text is a text that describes the features of someone, something or certain place in detail. Many second grade students at *SMP Negeri 2 Colomadu* have less understanding and capability in writing descriptive text. To make the students understand and write descriptive text well is not easy, the teacher needs some methods.

The fact is in the field when the writer did fieldwork in *SMP Negeri 2 Colomadu*, there are many second year students who have limited understanding about descriptive text. Eventhough the descriptive text is the simplest text to be understood and made. From writer's observation, the students need more time to understand descriptive text and the English teacher must repeat the material in several meetings. In every meeting, the teacher gives some examples of text by learning media such as dolls or pictures which can be the picture of people, animals, certain place, or one of the students in the class can be made as the model to be described in making descriptive text. In describing those learning media, the teacher also uses some clues that mention the physical characteristics of someone, something or certain place in the paper or in front of the class. It aims to make the students know more about that text and they can produce a descriptive text by using their own words. The other fact shows that they have less motivation in learning English because there is an assumption that English is the hardest subject. The difficulties that they face are not only the words themselves and pronunciation but also the grammar. It can be seen when they made a descriptive text, most of them made some mistakes in selecting words and grammar.

In teaching-learning process especially in teaching writing, the teacher uses learning media to overcome the problem in making and understanding descriptive text. Through media and some appropriate methods, the students have more understanding about descriptive text than before when the teacher has not used learning media yet. The written language is more difficult than spoken one because writing is the reflection of idea that consists of good and appropriate words, sentences, paragraphs, and also grammar.

Based on the problems above, the writer chooses teaching writing descriptive text in this research because writing is one of measurements toward the students whether they understand the material which has been taught by the teacher or not. In addition, writing is one of ways to practice their grammar which has been taught, appropriate words chosen, and to increase their English vocabulary. Based on this explanation, the writer wants to conduct a research entitled **A Study on Teaching Writing Descriptive Text to the Second Year Students of SMP Negeri 2 Colomadu in 2010/2011 Academic Year.**

B. Problem Statement

Based on the background study, the research problem are as follows:

1. What are the teaching-learning processes in teaching writing descriptive text?
2. What are the problems faced by the teacher in teaching writing descriptive text?

C. Objective of the Study

In this study, the writer has the objective of the study are as follows:

1. to describe the processes of teaching writing descriptive text.
2. to describe the problems faced by the teacher in teaching writing descriptive text.

D. Benefit of the Study

From this research, the writer hopes that this study has some benefits.

1. Theoretical Benefits

- a. The result can increase knowledge in making and understanding descriptive text.
- b. This result can be used as reference in making and understanding descriptive text.
- c. This research will give more information about descriptive text.

2. Practical Benefit

- a. The student and the reader are able to make a descriptive text well.
- b. The writer gets larger knowledge about descriptive text.
- c. This research will give some contributions for the other researchers that are interested in researching descriptive text.

E. Limitation of the Study

In this research, the writer focuses on teaching writing descriptive text at *SMP Negeri 2 Colomadu* in 2010/2011 academic year in the class of VIII C that consists 33 students.

F. Research Paper Organization

This research paper is elaborated into five chapters.

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

Chapter II is review of related literature. It presents previous study, notion of teaching writing, techniques in teaching writing, and descriptive text.

Chapter III is research method. It deals with type of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV presents the research finding and discussion. The research finding is about the teaching-learning processes, and the problems faced by the teacher in teaching writing descriptive text. Discussion concerns with the research findings.

Chapter V is conclusion and suggestion. In this chapter the writer concludes her research and gives suggestion.