

**IMPROVING STUDENTS' ABILITY IN WRITING
DESCRIPTIVE TEXT THROUGH GROUP WORK
AT THE FIRST YEAR OF SMA N 8 SURAKARTA
(CLASSROOM ACTION RESEARCH)**



RESEARCH PAPER

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by
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CHAPTER I

INTRODUCTION

A. Background of the Study

In the recent years, the Competency – based Curriculum had developed into School Level - based Curriculum or in Indonesia it is called *Kurikulum Tingkat Satuan Pendidikan* (KTSP). In this curriculum, the students that have graduated from senior high school are expected to master the four language skills (listening, speaking, reading, and writing) and also have ability to do communication both in written and oral language to achieve functional and informational literacy. Because of that, the English in senior high school is aimed at developing the four language skills in order that the students can do communication with English language on the certain literacy.

Writing is one of the four language skills that is very important to learn. Writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the first year of Senior High School, the basic competency that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in the recount text, narrative text, news items, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling, and organization.

Descriptive text is difficult enough to learn by the students. Descriptive is a type of text function to describe particular person, place, or

thing. The students can use simple present and adjective clause in writing descriptive text. The methods that are usually used to teach writing in the class are guided writing and individual writing. In guided writing method the students' activity is to write out grammar exercise. Whereas in individual writing the students' activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students' writing ability, the problems are the students still feel strange and face some difficulties with English lesson especially in developing paragraph.

The method that is used to teach writing in SMA N 8 Surakarta is writing individually. The teacher asks the students to write or to make paragraph individually. The problems faced in the class are sometimes the students have difficulties to build and develop their ideas, choose the right dictions, and use the grammar. Writing individually does not work optimally to increase the students' writing ability. Because of the reason above, the writer proposes a method in order to improve the students' ability in writing especially in writing descriptive text.

Here the writer chooses group work techniques, because in the group students can work collaboratively. They can share and brainstorm the ideas together. Reid (1993: 156) states that Writing is usually easier, better, and more successful when talking, drafting, revising, and editing together in the groups that are part of the writing process. Teachers have high responsibility to develop students' ability in mastering language skill especially in writing. The teacher must create interesting activities in the class in order the student

can develop their ideas in writing. Although the teacher provides some interesting activities it does not mean that there is no problem. The problem is how to increase the students' writing ability.

Based on the situation above the writer conducts a research entitled "IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH GROUP WORK AT THE FIRST YEAR IN SMA N 8 SURAKARTA (CLASSROOM ACTION REAESRCH)".

B. Problem Statement

Based on the background above, the problem statements are as follows:

1. How is the implementation of teaching writing using group work?
2. What problems appear when group work technique is used in teaching writing?
3. Does teaching writing using group work improve the student's ability in writing descriptive text?

C. Limitation of the Study

In this research, the writer has limitation of the study to make the research easier. The study is only focused on the procedures of teaching writing descriptive text using group work at the first year of SMA N 8 Surakarta .

D. Objective of the Study

The objectives of this study are:

1. To describe the implementation of teaching writing descriptive text through group work in SMA N 8 Surakarta?
2. To find out the problems that appear when teaching writing with group work technique.
3. To improve the students' writing ability writing through group work

E. Benefit of the Study

The benefits of the study are:

1. Theoretical Benefits
 - a. The result of the research paper can be a useful input in English teaching-learning process especially for teaching writing using group work.
 - b. The result of this research can be used as a reference for those who want to conduct a research in English teaching – learning process.

2. Practical Benefits

- a. for the Teacher.

The writer hopes that this research will increase the teacher's ability in the teaching – learning process, especially in teaching writing. The teacher can use group work technique in teaching writing.

- b. for the Students.

The students can improve their writing ability and stimulate them to

increase their writing ability.

F. Research Paper Organization

The writer divides this research into five chapters. Chapter I is introduction which contains background of the study, problem statement, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is a review of related literature that consist of previous study, notion of writing, process of writing, teaching writing approach, notion of descriptive text, notion of group work, and theoretical framework. Chapter III is research method containing types of the research, research procedures, setting and time of research, subject of the research, object of the research, data and data source, method of collecting data, credibility of data, and technique for analysing data.

Chapter IV is research finding and discussion.

Chapter V is conclusion and suggestion.