

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is communication tools which is used in everyday communication and to interact among people. Language is very important tools in our life. In Indonesia, English as a foreign language becomes very important as a means of communication to make a relation between Indonesian people with people' from the other countries. So, English can be learned in formal school from elementary level up to the university level.

Learning English involves the four language skills: listening, speaking, reading and writing. Writing is one of the important skills in learning English. It is defined as a meaningful message and uses English well, but the message is more important than correct presentation, if you can understand the message or even part of it. Suryadiputra (1992:8) assumes that “writing is a two way process. When we write something, we usually expect somebody to read it”.

Writing skill is very important in teaching learning English. As one of the four language skills, writing has always occupied a place in most English language courses. It is generally agreed that writing is the most difficult skill to be mastered by foreign language learners. ”This is due not only to the need to generate and organize ideas using an appropriate choice on vocabulary, sentence,

and paragraph organization but also to turn such ideas into a readable text” (Richards and Renandya, (2002) in Fauziati (2010:45).

In studying English writing, the students of Junior High School are given material about genre in writing. The students are taught about the aspects of genre in writing including the social function and characteristic of genre. They understand the aspects of genre and finally they are expected to be able to write using genre well. The students must practice writing, in order that it can make a descriptive text very well. Without practice, it is impossible to write well.

One type of genre in writing that is taught in Junior High School is descriptive text. Descriptive text is to describe something. Writing descriptive text for the students in Junior High School is usually difficult. The students in Junior High School have difficulties in arranging the generic structure on the paragraph of descriptive text. So, the teacher must explain the details in teaching writing descriptive text.

The teacher in Junior High School should explain descriptive texts clearly. The teacher should write some lexis about the theme which the teacher describes. Then, the teacher gives theme or title about something to the students to make a descriptive text. For example, a teacher explains about place, friendship, flora and fauna, and things. The teacher should always tell the students to practice more about writing descriptive text. Without practicing, the

students cannot write descriptive text correctly. So, the students must practice at home about writing descriptive text.

Description is about sensory experience on how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Descriptive text has structure as: (1) identification; identifying the phenomenon to be described, (2) description; describing the phenomenon in parts, qualities, and characteristics. The teacher not only tells to the students what they should learn, but to help them to select what they want to learn. Teacher becomes a facilitator for learning personal and social change by assisting at those points where help is requested.

Rook (1990:98) assumes that “descriptions of scenes and places might deal, according to the subject and the writer’s inclinations, not only with sight but with sounds and smells, taste and touch”. Descriptive text has meaning intending to describe a particular person, place or thing. Djuharie (2007:24) assumes that:

descriptive text to describe someone, something, place, animals, and etc. descriptive text just describes people, place, and animal with special”. Descriptive text has generic structure and language feature. The generic structures are (1) identification and (2) description. Language features are (1) noun, (2) simple present tense, (3) relational process, and (4) figurative language.

A text has some meanings: (1) main printed of a book, (2) original words of a speaker, author, etc, (3) book, play, etc that is studied. So descriptive

text means a text that concerns with describing something. The students of SMP N 2 KARTASURA especially the second year students have been taught about descriptive text. In the final teaching writing of descriptive text, the students are expected to be able to write descriptive text well.

Based on the description above, the writer is interested in conducting research entitled “A GENRE ANALYSIS OF THE DIFFICULTIES IN WRITING DESCRIPTIVE TEXT BY THE STUDENTS OF CLASS VIII SMP N 2 KARTASURA IN 2012/ 2013 ACADEMIC YEAR”.

B. Problem Statement

In this study, the writer presents the problems as follows:

1. What are the difficulties faced by the students in writing descriptive text of class VIII SMP N 2 Kartasura in 2012/ 2013?
2. What are the solutions of the teacher to the students' problem in writing descriptive text of class VIII SMP N 2 Kartasura in 2012/ 2013?

C. Objective of the Study

Based on the research problem above, there are two objectives of the study, there are as follows:

1. General Objective

It is to analyze the difficulties in writing descriptive text by the students of class VIII SMP N 2 Kartasura in 2012/ 2013 academic year.

2. Specific Objective

The specific objectives of this study are as follows:

- a. To identify the difficulties faced by the students in writing descriptive texts in class VIII SMP N 2 Kartasura in 2012/ 2013.
- b. To describe the solutions to the students' problem in writing the descriptive text of class VIII SMP N 2 Kartasura in 2012/ 2013.

D. Benefit of the Study

The writer hopes that this research will have some benefits in the teaching learning English, especially in descriptive text. There are two kinds of benefit in this research:

1. Theoretical benefits

- a. Related to this research, the writer hopes that the research will be useful in giving additional reference about realization to analyze the difficulties in writing descriptive text.
- b. The result of the research can be used as the reference for those who want to conduct a research about analysis the difficulties in writing descriptive text.

2. Practical benefits

- a. For the English teacher, the writer hopes that this research become reference to the teachers in teaching learning English especially in descriptive text.

- b. For the Viewer Researcher, the writer hopes that this research become reference to the viewer researcher, they can utilize the information from the result of the study to extend their understanding about analysis the difficulties in writing descriptive text.

E. Research Paper Organization

In writing this research paper, the writer organizes it in order to give a clear guidance in writing and understanding the content of the study. Here, the writer divides it into five chapters.

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

Chapter II is review of related literature that consists of previous study, notion of genre, type of genre, and descriptive text.

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

Chapter IV is research result and discussion. It consists of research finding and discussion.

Chapter V deals with conclusion and suggestion.