

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching English to Senior High School student, there are four language skills to teach, namely; listening, speaking, reading and writing. To write well, every person must have good mastery in writing. Furthermore, someone who wants to make an essay or a story about something must be capable of writing and knowing the aspect of writing skill such as organizing ideas, constructing sentences, using spelling and punctuation.

Writing is one of the important skills in teaching English, but it should not be a simple thing. As the one of the language skills, writing has always filled in place in most of English language courses. In many classroom courses the emphasis is completely on the written language. Everybody also uses written language. Written language is much used in the public field such as book, newspaper, magazine and literary work. It shows that acquiring writing skills gets an important role in our live, because every people always use it for communication.

School-level based Curriculum in teaching English put genres as the main tool in language learning. The classroom activities used in teaching genre is Genre-based Approach. Genre-based Approach is “a framework for language instruction based on examples of particular genre” (Byram, 2004:234). Genre based teaching is concerned with what

learners do when they write. Bryam (2004:234) argues if Genre-based Approach used in classroom activities, it makes the students write easily because they just write about something that they see, and hear at the same time. So they wouldn't remember in a long time.

Genres have the function to help the students understand the step involved in writing and it recognizes the student bring the writing classroom contributes to the development of the writing skill (Badger and White, 2000:153). There are twelve kinds of genre, namely: anecdote, description, discussion, explanation, exposition, hortatory, narrative, news item, procedure, recount, report and review.

In this study the writer is interested in researching descriptive text as one of types of genre implemented in teaching writing. Descriptive text is purposed to imagine somebody, something, a place, and an animal (Djuharie, 2001:24). By applying this genre, the writer is sure that students will be interested and be motivated in taking part in classroom activities, because the student wants to tell something to their friends.

In SMP Negeri 3 Teras, some of students get difficulty to write the descriptive text from the home work given by the teacher. Generally they can't write descriptive text clearly, because they can't write descriptive text according to the generic structure and language features of descriptive text, following in the example:

My father

I go to Tawangmangu with my father. I go to Tawangmangu with car. My father is sriyono. He drive car fast and I go to Tawangmangu with my family too. My father so tired. He sleep in Tawangmangu. My father drink ice tea after sleep. I go to home afternoon. And my father is the best driver. I love my father.

The text above is the example of the descriptive text written by the student of SMP N 3 Teras. First, it can be seen in generic structure. There is no identification in the beginning of the text. Theoretically, generic structure of descriptive text contains description and identification. The writer mentions the name of his father, but that is not identification, because before that sentence, the writer explains what he does with his father and it is like an orientation in recount text. Second is concerning with language features. The student uses specific participant with mention the name of his father, the student uses relational process, and simple present tense, but the text is nearer to other genre text, because the text is telling about experience with his father instead of describing his father. The text is not descriptive text because the text is not contains with identification and description.

Based on the interview with the English teacher of the second year student of SMP Negeri 3 Teras, the researcher could identify the problem faced by the students related with writing skill. One of the most obvious

problems is the student's low writing skill and just some the students can write well in English. The difficulty faced by the students can be seen in writing a simple paragraph; the students get difficulty in exploring their idea into words. They know about what they thinking but it is difficult for them to explore their ideas into the text. On the other hand the students can't find theirs diction. Secondly, the students can't make identification and description in their texts. They don't understand the generic structure of descriptive text which is contains identification and description. In addition, the student can't adjust between identification and description. They can't find their intention into identification and description. The writer thinks it will influence in effectively of teaching learning process in the classroom, especially in writing skill.

Based on the evidence above the writer tries to describe in descriptive text produced by the students and identify the problems faced by the students in writing text. The writer argues that the student must write descriptive text clearly, as it is found in the syllabus of SMP N 3 Teras. So, the student must be competent in writing descriptive text to complete their standard competency.

Based on the background above, the writer chooses one topic for her research and the writer to know the problem faced by the students in writing descriptive text. The researcher takes a title **GENRE ANALYSIS ON DESCRIPTIVE TEXT WRITTEN BY STUDENTS OF SMP NEGERI 3 TERAS IN 2012-2013 ACADEMIC YEAR**. Hopefully, the

result of the researcher will improve knowledge of teaching learning strategies for the teacher and also give benefit to the education in this country in the next time.

B. Problem Statement

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

1. How is the genre of descriptive text written by the students of SMP N 3 Teras?
2. What are the problems faced by the students in writing descriptive text?

C. Objective of the Study

Based on the researched problems, the objectives of the research as follows:

1. To describe the genre of descriptive text written by the students of SMP N 3 Teras.
2. To identify the problems faced by the student in writing descriptive text.

D. Significance of the Study

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

1. Practical Benefit

- a. It gives reflection for English teachers at SMP Negeri 3 Teras and other English teacher especially in improving the students writing skill.
- b. The students of SMP Negeri 3 Teras can improve their ability in writing, especially in writing descriptive based on knowing their problems.
- c. The result 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 Benefits

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

E. Research Paper Organization

In this research, the writer constructs the research paper 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 presents previous study and underlying theory that relates to theoretical review that consists

of the notion of genre text include social function, generic structure and language feature.

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

Chapter IV is research finding and discussion where the writer crosschecks the generic structure before crosschecks the language features.

Chapter V is conclusion and suggestion that concerns with the conclusion of the research finding made by the writer.