CHAPTER I
INTRODUCTION

A. Background of the Study

Writing is one of the skills which is considered difficult. It takes important position in the skill. Writing expresses, ideas, feeling and expression about phenomenon. It has purpose to communicate between writer and reader about the idea and knowledge of the writer with responsibility. So, writing expresses idea about phenomenon with responsibility from the writer. From that reason, writing skill is important for the development of English language.

There are four skills in Learning English, namely: speaking, reading, listening, and writing. Writing has always occupied a place in most English language course. One of the reasons is more and more people needs to learn to write in English for occupational or academic purposes. Thus, in terms of students’ need, writing occupies an equal role with the others language skills. But it is a difficult one as state by Scott (1990:68) in Stella (1999:280). Writing is one of language skills in learning English. Tiwari (2005:120) states that writing is a complex process that allows the writer to explore thoughts and ideas and make them visible and concrete.

Actually, writing is a good way to develop English ability, but most of the students still say that it is difficult to express their idea in writing. Oshima and Hogue (1991:5) state that writing always has problems which put students into
trouble as shown by errors made in both the organizing of the composition and the language so that the students' writing topic cannot be stated correctly. It is believed that developing writing skills is more complicated than developing other language skills. In order to be able to write well, the students need to be equipped with early and continued writing experiences. Thus, the teacher’s task to develop the students' writing skill is more complicated than the other skills.

Writing skills are skills that are mechanistic. Writing skills may not be controlled only by theory alone, but implemented through regular training and practice to produce well-structured writing. Writing organization depends on the way of thinking, proper preparation and good sentence structure (Hasani, 2005: 2).

Writing skills is the last sequence in the process of learning the language after listening skills, speaking, and reading. Among all the four language skills, writing skills are the most difficult to master. That is because the writing skills requires mastery of the various elements of language and outside language itself which would be a table of contents. Writing skills typically associated with learning fabricated. Writing exercises and writing in the Indonesian language teaching can familiarize students to apply knowledge of language, such as grammar, vocabulary, style, spelling, and so on.

The ability to write is regarded as the most difficult skills. At the time of writing, students are expected to use some other capabilities in order to achieve quality writing. Nurgiyantoro (2001: 296) argues that writing is a skill that is difficult to master compared to three other abilities listening, speaking and reading.
These difficulties can be influenced by internal and external factors. This research to describe the capability of students in writing descriptive text. This research also to know the problem faced by the students in writing session.

Many students have some difficulties in their writing skill such as the low interest and motivation in writing descriptive text, the low knowledge and mastery of vocabularies, and the low ability in managing the time to create a good paragraph including in deciding the idea and concept of their paragraphs.

Based on the observation in SMP Muhammadiyah 8 Surakarta, students had problem in learning writing. The problem that they faced was related to their ability in writing, especially in generating ideas in order to write a good text. Getting many ideas to write was sometimes frustrating for students. They did not know how to collect rich ideas about a topic that were going to write so that writing was often considered as hard.

Based on the explanation above, the writer is interested in conducting the research entitled STUDENTS’ CAPABILITY IN WRITING DESCRIPTIVE TEXT OF THE SECOND GRADE STUDENT’S OF SMP MUHAMMADIYAH 8 SURAKARTA

B. Problem Statement

1. How is the students’ capability in writing descriptive text by the second grade students’ of SMP 8 Muhammadiyah Surakarta?
2. What are the problems faced by the second grade students of SMP Muhammadiyah 8 Surakarta in writing descriptive text?

3. What are the causes of the problems faced by the second grade students of SMP 8 Muhammadiyah Surakarta?

C. Scope of the study

In this research the writer limits the problem in the students’ capability and the problem faced in writing descriptive text by the second grade students of SMP Muhammadiyah 8 Surakarta in 2014/2015 academic year.

D. The Objectives of the Study

Dealing with the problem statement, the objectives of the study are follows:

1. To describe the students’ capability in writing descriptive text by the second grade students of SMP Muhammadiyah 8 Surakarta.

2. To describe the problem faced by the second grade students of SMP Muhammadiyah 8 Surakarta in writing descriptive text.

3. To describe the causes of the problems faced by the second grade students of SMP Muhammadiyah 8 Surakarta.

E. Benefit of the study

The writer hopes that this research has some benefits to the writer herself and the reader as general. The benefits of the study are as follows:
1. Partial Benefits

   a. For the writer herself

      The writer wishes that research can get the theoretical benefit. For the students, the writer hopes that this research can improve the student’s capability in writing descriptive text.

   b. For the the teacher

      This research can give the description about the students’ capability in writing descriptive text in second grade students on SMP Muhammadiyah 8 Surakarta

   c. For the research

      This research the result of the research gives knowledge about the student’s capability in writing descriptive text in the second grade.

2. Theoretically Benefit

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

   b. The writer hopes that this research can be reference for other researcher in other perspective.

F. Research Paper Organization

In writing this paper, to make an easy to follow, the writer divides into five chapters and the organization is as follows:
Chapter I is introduction presents background of the study, problem statement, limitation of the study, objective of the study, and research paper organization.

Chapter II is concerns review of related literature that covers previous study, Notion of Writing, Notion of Descriptive text, Notion of Writing Capability and Notion of Principle of Teaching Writing.

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

Chapter IV is Research finding and Discussion which consist of research finding and discussion.

Chapter V is Conclusion and Suggestion.