

**IMPROVING STUDENTS' WRITING SKILL BY READING AND
ANALYZING DESCRIPTIVE TEXT AT THE FIRST YEAR OF
SMA PGRI 1 SRAGEN IN 2008-2009 ACADEMIC YEAR**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

TINTIN SUMARNI

A. 320.040.201

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2009

CHAPTER I

INTRODUCTION

A. Background of the Study

English as an international language has important role in our life and it is a determinant key of success in learning of all subject lessons. It gives students ability in foreign language to compete in global society. Therefore, it is taught from kindergarten school until university.

Students of kindergarten have been taught this subject. They have been introduced some simple words which are commonly known. At elementary school, the lesson which is taught is more complex than at kindergarten. The students of elementary school have been introduced sentence patterns including present simple and simple past. More complex of English teaching is seen when the students study at Junior High School and Senior High School. Gradation of vocabulary and the difficulty based on the degree of educational level.

In this study, the writer focuses on the 2004 curriculum (competency based curriculum) at senior high school, Depdiknas (2004:14) states *“...mengembangkan kemampuan berkomunikasi dalam bahasa tersebut, dalam bentuk lisan dan tulis. Kemampuan berkomunikasi meliputi; mendengarkan(listening), berbicara (speaking), membaca (reading) dan menulis (writing).”* The statement can be interpreted that language or English as a primary subject is taught for some purposes. The purposes are

communication competences including listening, speaking, reading, and writing. In order to reach the competences above, an appropriate teaching strategy is needed.

In order to get perfect competency in using language, the four skills must be mastered. In addition, if one of them is ignored, it will influence other skills. Because all of those skills are related to each other. As a result, the goal of language's competences cannot be achieved fluently. English is used in spoken and written communication form. Quirk (1988:558) states communication is comprehension, and expression of information, mind, feeling and developing science, technology and culture. A complete definition of communication competence is contextual ability including comprehension ability and producing spoken or written texts. They are applied in language competences including listening, speaking, reading and writing.

The primary function of language is a communication system. Moreover, communication can be divided into two; verbal communication and written communication. Both of them are important, but they are different. The writer can say that only educated people can communicate in written language, because it is very complex one, not only in grammar point but also other factors which influence it. The grammar point in writing is necessary, whereas, in speaking is not so necessary as long as the speaker and listener understand each other. In addition, writing is one of the difficulties, which is faced by the students.

Writing skill is one of the important competences that must be mastered by students because we know that language is not only in spoken form, but also it can be used in written form. This skill does not merely focus on words, phrase, sentence pattern and grammar, but also focus on the idea of each paragraph in the text contextually.

Based on the writer experiences when she did Teaching Practice, or in Indonesian it is called *Program Pengalaman Lapangan (PPL)*, last year, the writer had some difficulties in teaching writing because of the complexity of its form. Moreover, most difficulty is on writing descriptive text. It is caused that descriptive text has particular features, which are difficult being mastered by the students, especially on the model and rhetorical structure, which are applied on it.

Every teacher probably has his or her own approach and method in teaching English as foreign language. Richards and Rogers (1986:11) had shown that “A study begun in 1923 on the state of foreign language teaching concluded that is not single method could guarantee successful result. Even though, the development of language teaching had begun for along time ago, it does not mean that the development ends. The development in language teaching is still needed in order to get maximal result of it. For instance, the problem, which is found by the writer in writing descriptive text when she did Teaching Practice, or in Indonesian it is called *Program Pengalaman Lapangan (PPL)*, last year. In this paper, the writer tries to give recommendation in solving that problem.

Based on the explanation in the previous paragraph, the writer tries to modify the method and approach in teaching learning English by relating both activities including reading and writing activity. It is because the activities above are a core of learning activity, which cannot be separated each other.

Integrated reading and writing instructions are based on the understanding of how reading and writing process are connected and how the roles of reader and writer are interrelated. Students' participation in activities that simultaneously promote the development of both reading and writing skills provides effective instruction and enhanced learning (<http://www.umkc.edu/cad/nade/nadedocs/98conpap/lscpap.htm>).

Based on the background, the writer would like to conduct an action research on teaching writing by reading and analyzing text in senior high school. So, the writer conducts the research untitled **“IMPROVING STUDENTS’ WRITING SKILL BY READING AND ANALYZING DESCRIPTIVE TEXT AT THE FIRST YEAR OF SMA PGRI 1 SRAGEN IN 2008-2009 ACADEMIC YEAR”**.

B. Problem of the Study

The following problems come from the conclusion of the background of study above which is presented by the writer. They are:

1. How significant between reading and analyzing text improve students' writing skill?
2. What is the students' improvement of writing skill?

C. Objective of the Study

Based on the statement of the problem above, the objectives of the study are:

1. To find out the significance of the connection between reading and analyzing text to students' writing skill.
2. To find out the degree of students' improvement of writing skill.

D. Limitation of the Study

In this research, the writer limits her research on the improving student's writing skill by reading and analyzing descriptive text at the first year of SMA PGRI 1 Sragen in 2008-2009 academic year.

E. Benefit of the Study

In this study the writer expects that the research paper have some benefits in both theory and practice:

1. Theoretically

- a. The writer as a recommendation giver for this approach and method in language teaching, especially in improving students' writing skill is supposed to give basic idea to develop another approach and method in language teaching.
- b. Readers are supposed to be able to observe, analyze and interpret the theory correctly, so the readers can apply and develop the method. As

a result, will produce a good result for all of us and especially in education sector.

- c. By existence of this method, all English teachers are supposed to be able to apply an appropriate approach and method to their students. In addition, the approach and the method that are recommended by the writer are one of alternative way that can be applied in teaching learning activity in school.
- d. Department of youth, sport and education is supposed to be able to support the writer's study. In addition, government as arranger of goal of national education in Indonesia can develop a better curriculum in order to reach education standard in the world.

2. Practically

This study is able to provide better choice of technique for teaching writing in Senior High School.

F. Research Paper Organization

To report this research, the writer divides the research paper into five chapters.

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

Chapter II is review of related literature. It consists of previous study, language learning, writing, reading, analyzing text, relation between reading and writing, and descriptive text.

Chapter III is research method. This chapter consists of type of the research, population and sample of the research, variable of the research, place and time of the research, method of collecting data, and technique for analyzing data.

Chapter IV is research result and discussion. It consists of description of the research result, and discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.