

CHAPTER I INTRODUCTION

A. Background of the Study

Mastering English means mastering the four basic skills, namely listening, speaking, reading, and writing. People have to master all of those skills in order to improve their English language. In addition, they must learn other aspects of English which can support their ability.

Teaching English in Indonesia is focused on the ability of student's communication. The communication can be in oral and written forms. The learners should be capable of the four language skill (Depdiknas, 2006: 6).

One of skills that must be learned is writing. According to Byrne (1997:1) writing is producing sequence of sentences arranged in a particular order and linked together in certain ways. Then, according to Admin (2009:16) that based on generic structure and language feature dominantly used, there are some types of text. They are report, analytical exposition, narrative, procedure, recount, spoof, anecdote, discussion, description, explanation, review, hortatory exposition, news item. In the teaching of writing skill a descriptive text is popularly known as descriptive paragraph. The students are trained to describe certain object in a written language by developing one main idea as a topic sentence. So it will be quite easy to them producing the simple text.

In this study the writer is interested in researching descriptive text as one of types of genre implemented in teaching writing. Descriptive text is a text which describes what a person or a thing is like. The main aim of descriptive text is to inform about the thing to be described. So, it provides generalized information on facts, qualities and characteristics about the object under consideration so as to get a systematic, accurate and almost photographic description. This type of texts are just straight facts and do not give the reader any ideas about the feelings or opinions of the author. Descriptive text has structure as below: (1) Identification; identifying the phenomenon to be described. (2) Description; describing the phenomenon in parts, qualities, and characteristics.

Writing is an important part of language teaching, it also functions as an essential tool for learning. This skill must be explicitly taught because writing outside school setting is relatively rare. Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (Weigle, 2002). In this sense, writing falls into complexity and importance as well.

Andiko (2009:1) stated that there are some functions of writing: First, writing can be the media for us to express what we feel, what we think. Second, writing can enlarge our knowledge, because it will motivate and stimulate people to learn something new. Third, through writing the charity side comes. When we are writing something, we will probably share useful things to others - worldwide in the internet.

There are some general difficulties that EFL students face in writing the descriptive paragraph. First is problem in developing the ideas. Students write many main ideas in one paragraph; the ideas of the paragraphs are ambiguous. Second is problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point. Third, the students find difficulties in grammar. Fourth, students have limited knowledge of vocabulary. As we know that English is not the Indonesian native language. It is difficult for the students to remember all the words in English. Many of the students have poor choice of words.

Dixon and Nessel (in Cahyono, 2001:44) noted that writing is the most difficult skill among the four language skills. It is because of writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it. According to Meyers (2005:2), writing is an action. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping and revise the writing.

To write well, people must have good capabilities in writing. Moreover, people who want to write the essay must know the steps of writing process and aspects of writing. They must be able to organize the idea, to construct the

sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs.

English teacher especially in SMA Negeri 1 Wonosari is encouraged to teach interactively and communicatively in classes. The phenomenon is found that many students have difficulties to write text especially descriptive text. They have problem to develop main idea, difficulties in grammar and vocabulary. Some students try to find out word by word using dictionary. There are many alternatives techniques used by teacher.

The writer is interested in having a study on the techniques of teaching writing descriptive text at the first year of SMA Negeri 1 Wonosari. The writer wants to know the technique used in teaching writing descriptive text.

Based on the background of the study, the writer proposes a new entitle, *“Developing Students’ Ability in Writing Descriptive Text: A Case Study in SMA Negeri 1 Wonosari”*.

B. Scope of the Study

In this research, the writer limits the classroom procedures, teacher’s techniques, problems faced, and solutions in English teaching by English teacher in SMA Negeri 1 Wonosari on teaching for the first year students especially in teaching writing descriptive text of SMA Negeri 1 Wonosari in Academic Year 2015-2016.

C. Problem Statements

The writer formulates the problem statements as the following:

1. What are the classroom procedures of teaching writing descriptive text?
2. What are teacher’s techniques in teaching writing descriptive text?
3. What are the problems faced in teaching writing descriptive text?
4. What are teacher’s solutions of the problems faced in teaching writing descriptive text?

D. Objectives of the Study

In general, the objectives of the study are:

1. To describe the classroom procedures of teaching writing descriptive text of SMA Negeri 1 Wonosari in Academic Year 2015-2016.
2. To describe English teacher's techniques in teaching writing descriptive text of SMA Negeri 1 Wonosari in Academic Year 2015-2016.
3. To know the problems faced in teaching writing descriptive text of SMA Negeri 1 Wonosari in Academic Year 2015-2016.
4. To know teacher's solutions of the problems faced in teaching writing descriptive text of SMA Negeri 1 Wonosari in Academic Year 2015-2016.

E. Significance of the Study

The writer hopes that her work is significance both theoretically and practically,

1. Theoretical significance
 - a. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
 - b. The result of the research can be useful for English teacher in their teaching learning process, especially in English teaching of writing descriptive text.
2. Practical significance
 - a. It will improve both teacher and students' ability to solve their problem to master English especially in English teaching to improve writing skill of developing descriptive text.
 - b. The writer can get large knowledge about class action in applying and using it, especially in English teaching of writing descriptive text.

F. Research Paper Organization

The research paper organization is given to help the readers understand the content of the research paper written by researcher. In this research paper, the reasearcher gives the outline as follows:

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

Chapter II is underlying theory. It contains review of previous study and finds some related studied which deal with theoretical review, notion of writing skill, notion of descriptive text, classroom procedures, roles of teacher in the writing class, strategy for teaching writing, principles for teaching writing, technique of teaching writing, general problem of writing descriptive text, writing skill according to School-Based Curriculum used in SMA Negeri 1 Wonosari and theoretical framework.

Chapter III is research method. This chapter consists of seven points. The researcher presents type of research paper, object of the study, and subject of the study, data and data source, method of collecting data, credibility of the data, and technique for analyzing data.

Chapter IV is research findings and discussion. In this chapter the researcher shows the classroom procedures, the implementation of techniques used by English teacher, problems faced and teacher's solutions of problems faced in teaching writing descriptive text at SMA Negeri 1 Wonosari on teaching for the first year student especially in English teaching of SMA Negeri 1 Wonosari in Academic Year 2015-2016. In this chapter, the researcher also will discuss the findings of the research.

Chapter V is conclusion, pedagogical implication, and suggestion. The researcher in this chapter will draw conclusion, pedagogical implication, and propose the suggestion taken from the research.