

**THE CAPABILITY IN WRITING DESCRIPTIVE
PARAGRAPH OF THE EIGHTH YEAR STUDENTS OF THE
SMP NEGERI 3 TRUCUK KLATEN**



RESEARCH PAPER

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important in social life, because language has a tight position to every part of life. That is why nobody lives perfectly without language as an instrument. The main function of language is to communicate and interact among human beings, without language human beings cannot express their feeling and communicate with other people.

English as a foreign language has been taught from elementary school up to university. In Junior High School, it is aimed to reach functional level (Depdiknas, 2006: 227). It means that the students are demanded to be able to use English to fulfill their daily needs such as reading the newspaper and communicating both spoken and written for solving their life problem. In other word, the purpose of English teaching in Junior High School is to reach communication target. It refers to discourse competence including comprehension and production competence both of written and spoken text realized into four language skills and it will be used to respond and produce the discourse in their society.

For most Indonesian learners, English is considered as a difficult language. Most junior high school students have studied English since they are in elementary school, but after finishing their elementary school, their competence in English is still poor and the students often make mistakes in

studying foreign language. Besides that, the students often face difficulties in mastering English because of the differences between mother tongue and foreign language they are learning. The differences may be in phonology, grammar, vocabulary, and diction.

The subject of English given to the Indonesian students involve vocabulary, listening, structure, reading and writing. In vocabulary, the students develop their memory in the English vocabulary; in structure the students learn how to construct the sentences; and in listening and reading, they learn how to use their ears and mouth to communicate in English. Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

In School Level Based Curriculum (*KTSP*), writing is essential for the students to develop their English in Written media conveying their idea. There are several genres taught in Junior High School in this research. In writing, there are many kinds of genre. Genre-based approaches are concerned with the social purposes of language. The genres in focus are generally defined according to social purposes communication. There are many kinds of genre-based approach; recount, report, narration, description, explanation, exposition, procedure, news item etc.

The descriptive text is a kind of text that tells the description of the thing or activity without any influence of the author. The students who write the

descriptive paragraph will dig up all their vocabulary and grammar competence. It can be seen the actual capability of the students in English, because the writing descriptive paragraph is important to improve the student's comprehension in English. So, the students capability in writing descriptive paragraph needs to be analyzed and the writer chooses descriptive text.

Descriptive writing is intended to make the readers see, feel, hear, smell, taste like the writer wants. Each item must be described clearly so that the reader can see the subject completely. The writer thinks that descriptive is important for the students because it makes the students develop their imagination in written English.

In this study, the writer observes the capability on writing descriptive paragraph of the eighth year students of the SMP N 3 *Trucuk*. As one of the favorite and popular school in *Trucuk*, surely most of the students are intelligent in mastering the subject given by teacher. Based on the information of the English teacher in SMP N 3 *Trucuk*, the phenomena of the eighth year students in English achievement, especially in their writing skill is not satisfying.

In teaching writing, the students still have many difficulties. There are various aspects in the descriptive paragraph that become the most difficult face for the students to be mastered. For example, in the aspects of descriptive paragraph, there is incorrect. This is example in the descriptive text made by Inlam Chikita. She writes about Rhinoceros.

Title	{	The Rhinoceros
Identification	{	One of the most interesting animals in the zoo is the rhinoceros. This is rhinoceros we saw at the zoo
Description	{	<p>The rinocheros a big animals. They are from in Ujung Kulon, West Java. They eat leaves and grass. It is a wild animal. It is one horn above its nose. It is also a sort neck and very small eyes.</p> <p>The rhinoceros a rare animal. It is about 3.500 kilograms and about 3,5 meters long. It is a good sense of smell. The rhinoceros is a very hard skin and good hearing.</p>

Inlam Chikita S writes” *The rinocheros a big animals*”. This sentence, if we see grammatically is incorrect. Besides that, there are various aspects in writing descriptive paragraph. One example of the aspects of descriptive paragraph that become the most difficult face for the students to be mastered, she writes “*The rinocheros a big animals*”. This sentence is incorrect, because she uses no appropriate grammar, vocabulary, and organization. Grammatically, the sentence is incorrect, because the descriptive paragraph uses simple present tense. This sentence does not use appropriate vocabulary in the descriptive paragraph. So, the correct sentence is “*The rhinoceros a big animal*”. She does not use suitable diction, because it is not suitable use of word.

Based on the above phenomenon, it makes the writer interested to analyze their writing in descriptive paragraph and the writer wants to know the aspects of descriptive paragraph that become the most difficult for the students to be mastered. Based on the description above, the writer is interested in having *“The Capability in Writing Descriptive Paragraph of The Eighth Year Students of The SMP N 3 Trucuk*

B. Problem of the Study

Based on the importance of the capability in writing descriptive paragraph and the fact that students still find difficulties in using these items the researcher intends to find out the followings.

1. How is the capability in writing descriptive paragraph of the eighth year students of the SMP N 3 Trucuk?
2. What aspects of descriptive paragraph become the most difficult for the students to master ?

C. Objectives of the Study

Based on the problems statement, the objectives of this research are:

1. to describe the student’s capability in writing paragraph of the eighth year students of the SMP 3 Negeri Trucuk.
2. to know aspects of descriptive paragraph that become the most difficult for the students to be mastered.

D. Limitation

In this research, the writer limits the study to make the research easier. The writer describes about of the capability in writing descriptive paragraph of the

eighth year students and the aspects of descriptive paragraph that become the most difficult for the students to be mastered . The research was held in eighth year students in SMP N 3 *Trucuk Klaten*.

E. Benefit of the Study

The writer hopes that her research about the capability in writing descriptive text will give some benefits for the writer herself, the readers in general and the English education. The research gives contribution in the English education. It means that the research gives a draw about the capability in writing descriptive text. The research is expected to benefit theoretically and practically.

1. Theoretical benefits

- a. The research has advantages for the reader. The writer hopes the result of the study contributes to the education, especially for the teacher. The result of the study will give contribution to the writing. The teacher will know the errors writing of the students, especially grammar and vocabulary.
- b. The result of the research is used as the reference for those who want to conduct a research of the capability in writing descriptive paragraph.

2. Practical Benefits

- a. The result will give the information and knowledge about the students' capability in writing descriptive paragraph.
- b. The result will improve both teacher's and students ability to solve their problem in mastering English especially in writing skill.

F. Research Paper Organization

To enable the writer in arranging the research and to make it easy to understand, the writer divides this research paper into five chapters. Chapter I covers background of the study, problem of the study, objectives of the study, limitation, benefit of the study, research paper organization.

Chapter II is Underlying Theory. This chapter consists of previous study, general concept of writing, the brief look at genre, general concept of writing descriptive, communicative competence, theoretical framework.

Chapter III is Research Method which consists of type of the research, subject of the study, object of the study, the data and the source the data, technique of data collection, technique of data analysis.

Chapter IV covers Research Result and Discussion. It consists of description of the research result, analyzing data, and discussion.

Chapter V is the last chapter. It consists of Conclusion and Suggestion.