

**A STUDY ON TEACHING - LEARNING ACTIVITIES OF WRITING
DESCRIPTIVE TEXT TO THE TENTH YEAR STUDENT
AT MAN I SURAKARTA BOARDING SCHOOL**



RESEARCH PAPER

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

by

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2010

CHAPTER I

INTRODUCTION

A. Background of the Study

Every country in the world has the different model of education. It is caused of education growth as the reflection of globalization. The major difference is the curriculum. Curriculum is a set a plans and arrangement of objectives, based competency, standard subject matter, result of the study, and the way to used as an orientation learning activities to reach the basic competence and the goals of education (Mulyasa, 2006: 46).

The old curriculum for the school in Indonesia used the traditional way to teach English. The students were taught about the language and how to know about the language not to use the language. This condition made the students know about the structure, the vocabulary and the other English elements. On the other hand, they cannot use English well in real communication, neither spoken nor written form.

In the new curriculum, the ultimate objective of English instruction in the school is to develop the English communicative competence that covers the four skills. They are listening, speaking, reading and writing. The students are taught not only to study the language but also to elaborate their skill of using English for communication both spoken and written.

Today, the curriculum used in Indonesian school is school-based curriculum. Mulyasa (2006: 12) argues that school-based curriculum is an

operational curriculum arranged, improved, and done by each school that has been ready and is able to develop it. This curriculum refers to regulation number 20, 2003 about national education system. School has the self-authority to improve the quality that is appropriate with the situation, condition, and school's need.

Studying English is not easy for many Indonesian students since it is a foreign language. Although English is a foreign language, it is very important to be mastered, because it is an international language. For Indonesian education, English is one of important subjects. English is introduced in playgroup and kindergarten. And it will be continued at elementary school up to the Junior High School, Senior High School, and University.

There are many English language skills which are needed to master. With their excellent mastery of English, the student will be able to expect more because English is used as means of communication in international contact. One of the skills taught to students in the subject is writing.

Writing is important in teaching-learning because it makes the other skill perfect. According to Hyland (2004: 7) writing is seen as skill that is essentially learned, not taught, and the teacher's role in non-directive, facilitating writing through an encouraging and cooperative environment with minimal interference. To write well, the learner must have good capabilities in writing.

The objective of learning writing is to produce the kinds of written text. To produce a good written product, the writer should follow a various

classroom activity involving some steps applied in writing process. According to White (1992: 9) there are some steps in writing process. They are planning, drafting, and revising.

In addition, there are many aspects that must be mastered by the writer to write well. Those aspects involve grammar, idea, vocabulary, punctuation, and so on. According to Leki (1996) in Fauziati (2005: 148) the main purpose of learner's writing activity is to catch grammar, spelling, and punctuation error. The writer must be able to organize idea, to construct the sentences, to use punctuation and spelling well and to arrange their writing in cohesive and coherent paragraph.

The implementation of school-based curriculum in teaching English put genres as main tool in language learning. Genre can be described in terms of the stages that a text moves through to express the writer's purpose (Hyland, 2004: 32). By investigating genre student can perceive the differences in structure and form apply what they learn to their own writing. Based on standard content of English as a subject matter of the school-based curriculum for SMA/ MA, there are many kinds of text that should be taught. The students are able to express the meaning of short functional written text and simple essay of genre in daily life context.

One of the types of genre that should be taught is descriptive text. It is contain description of an object; either living matter or not living belongs to human and animal. The focus of writing is located in description terms,

characteristic, extraordinary, quality, or quantity, by using adjective (adjective or attributes).

From those definitions, it can be sum up that descriptive text is a type of text that has purpose to describe things, persons, or place by telling the detailed characteristics of the objects being described. The social function of descriptive text is to describe a particular person, place or thing. It attempts to make the reader see the object being described in the text.

Meanwhile, learning to write well is a difficult and lengthy process. There are some difficulties in English writing teaching–learning process. The difficulty is usually faced by the teacher. They must apply some methods to teach English in order not to make the students bored. Furthermore, the difficulty is also faced by the students. They don't realize that English is important for them. Like in boarding class of MAN I Surakarta, the learner often makes errors of writing English. The learners make many mistakes, such as in word choice, grammar, spelling, punctuation, error sentences, etc.

From the reason above, the writer is interested in conducting a research entitled **“A Study on Teaching - Learning Activities of Writing Descriptive Text to the Tenth Year Student at MAN I Surakarta Boarding School”**.

B. Problem Statement

The writer formulates the problem as follows;

1. How is the implementation of teaching-learning process of writing descriptive text to the tenth year students at MAN I Surakarta boarding school?
2. What are the problems faced by the teacher in teaching-learning process of writing descriptive text to the tenth year students at MAN I Surakarta boarding school?
3. What are the problems faced by the students in learning writing descriptive text to the tenth year students at MAN I Surakarta boarding school?
4. What are the problems solving used by the teacher to overcome the problems faced by the students in learning writing to the tenth year students at MAN I Surakarta boarding school?

C. Objective of the Study

Based on the problem statements mentioned above, the writer has the following objective;

1. To describe the implementation of teaching-learning process of writing descriptive text to the tenth year students at MAN I Surakarta boarding school.
2. To describe the kinds of problems faced by the teacher in English writing descriptive text in teaching and learning to the tenth year students at MAN I Surakarta boarding school.

3. To describe the problems faced by the students in learning writing descriptive text by using their teacher's method to the tenth year students at MAN I Surakarta boarding school.
4. To describe problem solving used by the teacher to overcome the problem faced by the student in learning writing descriptive text to the tenth year students at MAN I Surakarta boarding school.

D. Limitation of the Study

In conducting this research, the writer limits the studies that are going to be discussed. The subject of the study is limited to the tenth year students at MAN I Surakarta boarding school especially in 2009/2010 academic year. The object of the study is limited in writing descriptive text in teaching and learning process at MAN I Surakarta boarding school.

E. Benefit of the Study

There are two kinds of benefits of the research, namely practical benefit and theoretical benefit.

1. Theoretical Benefit

- a. The result of this research will be helpful both for students and teacher to solve their problem or the difficulties in teaching-learning English especially in writing class.
- b. The result of the research will help the students in increasing their writing ability or the creativity to catch the aim of teaching and learning process.

2. Practical Benefit

- a. The study is hoped to enrich knowledge and experience of the writer about a descriptive study of English writing teaching and learning process.
- b. The writer hopes that this research will be one of the references for the other researcher who will conduct the same object with different perspectives.

F. Research Paper Organization

This research is divided into five chapters that will make the reader easy to read and understand the paper contains.

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

Chapter II presents a review related literature. It is the basic theory that is closely related to the topic. It consists of the previous study, general concept of writing, general concept of genre, and teacher's roles in teaching writing.

Chapter III discusses the research method. It consists of type of the research, data and data source, object and subject of the study, technique of data collection, and technique for analyzing data.

Chapter IV discusses the result of the research. It consists of the research findings and discussion.

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