CHAPTER I

INTRODUCTION

A. Background of Study

One of the language skills that students need to develop is writing. Writing is also a major component of the teaching and learning process. It is one of the productive skills and activities of expressing ideas, messages, feelings, and information in written form. In the process of teaching and learning English, writing skills are the most complicated language skills to be learned by almost all students at every level of education. Writing requires good knowledge and hard thinking when the writer produces words, sentences, and paragraphs at the same time. When students write a text, they need good grammatical structure, mechanics, vocabulary or word choice, organization, and content. All these components must be considered to support student achievement in writing and can assist students in compiling and organizing their writing.

In other hand, the process of writing is easier than the process of speaking because the person who writes something has the time to think of an idea and find the right words and then put it into writing. Writing learning aims to make students able to master functional texts and monologue or paragraph texts in the form of descriptive, recount, narrative, procedure, and report.

One type of text that can be learned by students in second-grade junior high school is descriptive text. The ability to write descriptive text is one of the requirements that must be possessed by students. Of the five types, the researcher focused on writing skills, especially descriptive paragraphs. Therefore, students must be able to write descriptive text.

Descriptive text is a text that is intended to describe a particular thing, person, place, and animal. To train students to write, they can start writing the general structure of the text first, which consists of identification and description. To make descriptive text, students must understand that there are four language features of descriptive text: certain participants, using adjectives to describe nouns, using simple present tense, and using action verbs.

According to Eko (2017) stated that the describing process is carried out through the delivery of its characteristics clearly, starting from naming, classifying, and handling attributes, behaviors, functions, and so on, so that readers or listeners can find out. Pay attention to what the writers wrote as if they could see it directly with their own eyes. In writing descriptive text, students must describe what they want to tell, so that the reader or listener can imagine and understand the text clearly.

Descriptive text is one of the genres that are required to be mastered by junior high school students in Indonesia. The researcher wanted to know the extent to which the eighth-grade students' skills in writing descriptive text improved. Researchers conducted this research at MTsN 2 Kediri (MTsN Kanigoro) which is located at Jl. Raya Kanigoro, Kras, Kediri.

Writing is a challenge for some students. Most students consider writing as a more difficult skill than others. Therefore, students must have extensive knowledge if they want to write something because it will support their writing. And the problem that is often found in writing descriptive text is that students forget about generic structure, linguistic features, and the mechanics of descriptive text. They immediately describe what they want to describe. Therefore, the reason for

conducting this research relates to students' ability to write texts, especially descriptive texts because there are still many students who cannot write well.

Previous researchers have researched writing skills, Khoiri (2020) researched analyzing students' writing abilities. The results of this study illustrate that students face difficulties in the vocabulary component and still use Indonesian vocabulary. Likewise, in mechanics and organizing students is still difficult. This research is similar to my research, and the aim is to determine the student's ability to write descriptive text. However, the researchers only focused on aspects of vocabulary, mechanics, and organization.

Then Loka (2020) determines students' ability to write descriptive texts in the first year of SMAN 4 Pekanbaru. The results showed that the student's average score in writing descriptive text was 88.0. In addition to the data being analyzed generally, every aspect is also analyzed. The first aspect is content, organization, grammar, vocabulary, and mechanics.

Finally, from all the explanations above, the researcher is interested in analyzing the students' abilities with the title **"Junior High School Students' Ability in Writing Descriptive Text"**

B. **Problem of the Study**

This research identifies the following problem:

How is the students' ability in writing a descriptive text at the eight-grade of MTsN 2 Kediri (MTsN Kanigoro)?

C. **The Purpose of the Study**

Based on the problem of the study, this research aims

To find out the student's ability in writing descriptive text at the eight-grade of MTsN 2 Kediri (MTsN Kanigoro).

D. The Significance of the Study

For students, they can know their strengths and weaknesses so they can improve their weaknesses and increase their strengths in writing descriptive text.

For teachers, English teachers can use research to improve their methods to find out students' strengths and abilities. Weakness aspect in writing descriptive text and also for other genres of text.

For the researcher, the findings of this study are expected to provide information about writing in descriptive text. Hopefully, it will be an inspiration for the next.

E. Scope of Study

This study focuses on students' ability in writing descriptive text. This research is a purpose to find out students' ability in writing descripive text in class VIII MTsN 2 Kediri (MTsN Kanigoro).

F. Definition of the Key Terms

1. Genre Analysis

Genre analysis is a socially ratified way of using language for certain social functions.

2. Writing

Writing is an ongoing process. These are activities that require effort or action to succeed. Writing is a process that teaches students vocabulary, tenses, and word choices while demonstrating knowledge and understanding through appropriate sentences.

3. Descriptive Text

    Descriptive text is a sentence that describes something in such a way that the reader or listener can feel what the author is experiencing with his five senses. Seeing, smelling, feeling, acting and hearing.

4. Language Features

    Language features are the features of the language used in the text, but descriptive text also shows important language features that support the form of the text. Descriptive text has several important language features; Focus on specific participants, present simple tense, use of noun phrases, use of auxiliary verbs and use of thinking verbs.