

CHAPTER I

INTRODUCTION

This chapter consists of several things, including: background of the study, research questions, research objectives, significance of the research, limitation of the research, and definition of key terms.

A. Background of the Study

English is an international language that is spoken by the majority of people around the world, including in Indonesia. Goodwyn and Branson (2005) states English is vitality important and typically described as the most important of all school subjects, principally because reading, writing, speaking, and listening are needed to a greater or lesser degree in every other school subject, and life. Most of people know about English language, it has an important part in Indonesian education. English has been taught from elementary school until university. Understanding about English as a foreign language is begun with English learning activities through learning the skills properly. It is very important for students to mastering English in all skill, such as listening, speaking, reading, and writing. In this case, the researcher is going too focused in writing.

Writing is a necessary English language skill for kids to master since it improves their thinking skills and helps them build other skills. Asiah et al. (2020) Argue that improving writing skills is crucially needed because the students can express their feeling, knowledge, and ideas in a piece of writing. While, Ningsih (2016) states that writing is one activity that transfers the knowledge in the human brain into written form. From the explanation above shows that writing is an essential skill that students should master in learning English as foreign language.

Writing is an expressive activity, which means that students can communicate their ideas and knowledge through written form. Students can effectively convey their ideas, construct acceptable phrases, and write them down. As a result, students must improve their writing skills through regular writing exercise. It is possible for stimulating students to compose texts effectively and correctly through practice. Rahmah (2017) argues that writing

aims to inform readers about the authors' ideas. Writing is one of the activities used by the writer to communicate with the reader. When the students have ideas or knowledge in their minds, they can use writing to express their ideas. Perhaps, the writer able to communicate and express their ideas with readers. Therefore, the learners need to consider the readers' understanding of the text and get the main point or ideas clearly from their text. Moreover, writing can be a complex activity because the students convey the ideas into written form and notice several aspects of writing, such as good grammar, spelling, clear point, etc.

Descriptive text is the text describing the persons, animals, things, and places with clear explanation to give readers a piece of information and understanding about the object described (Suminar & Putri, 2018). Therefore, the reader can get the information about the new object written by the writer in descriptive text, and the writers will describe the object clearly and get a clear picture of the object. The object explanation is essentially to make the reader understand and get the knowledge from the text.

Furthermore, the writers should involve two generic structures in write descriptive text such as identification and description. The writers should complete the text with these two generic structures. Beside, the writers should pay attention to the language use in descriptive text. The structure or language use have an important role in writing descriptive text. Sometimes the students face difficulties to make descriptive text correctly. Some of them write descriptive text without following the terms of good writing in descriptive text. Therefore, it is important to review the students' descriptive text writing to improve their writing skill, especially in writing descriptive text.

Ismayanti and Kholiq (2020) findings, The difficulties that faced students are difficulties in generic structure, grammar, and spelling. focused on the difficulties that students face when writing descriptive texts. according to Glynn et al. (2006), there are three factors that cause students difficulties in writing descriptive texts: lack of proficiency in the text production skills, lack of knowledge relating to the subject content of the script to be written, and lack of interest in learning English.

Secondly Agustin et al. (2022) study, get the result that the difficulties faced by students are in generic structure caused the students not to understand what generic structure is, students also get difficulties in language features were caused by the students' lack of vocabulary, difficulties in translating, and did not understand the tenses. The difficulties that researcher found from students are in grammar, vocabulary, and simple present tense.

Pramoedya and Mandarani (2023) study, choose 10 students' descriptive text from among 33 students' descriptive text. It was revealed that students had achieved reasonable control in writing descriptive texts. however, in terms of writing some students made spelling errors and tenses still need more understanding. The research results show that difficulties in descriptive writing are spelling, tenses, punctuation, sentence patterns, pronouns, conjunctions, and prepositions. They must consider the schematic structure and use appropriate language.

Previous researchers also found difficulties experienced by students when writing descriptive texts, such as generic structure, grammar, spelling, vocabulary, punctuation, did not understand about the material, and students are not interested in learning English. Based on the previous research findings, this current research tries to continue research related to the three factors that cause students difficulties in writing descriptive texts, including: lack of proficiency in the text production skills, lack of knowledge relating to the subject content of the script to be written, and lack of interest in learning English.. Using the three elements that Glynn et al. (2006) presented and the findings of previous study regarding the challenges students face while writing descriptive texts, the purpose of this study is to identify the generic structure and language features of descriptive text, and also to find the problems faced by students in writing descriptive text.

B. Research Questions

The researcher formulates several research questions to be discussed in this study, the following research questions posed by the researcher:

1. What are the generic structures of descriptive texts written by senior high school students?
2. What are the language features of descriptive texts written by senior high school students?
3. What kind of problems are faced by senior high school students during writing descriptive text?

C. Research Objectives

In line with the problems described above, this study aims to understand and describe:

1. To identify the generic structures of descriptive text by senior high school students' writing text.
2. To identify the language features of descriptive text by senior high school students' writing text.
3. To find the problems faced by senior high school students during writing descriptive text.

D. Significance of the Research

The results of this study are expected to be useful for teachers in knowing the abilities and deficiencies of students after receiving an explanation of the learning material that has been carried out, especially in descriptive text material, so that in the future it can be improved again that students better and easier understand the delivery of learning material that has been given. And students can understand about descriptive text deeper.

E. Limitation of the Research

This study used genre analysis theory from Swales (1990) a genre must have stages, linguistic features, and a communicative purpose. It follows that a genre has certain features. This communicative purpose is one of the characteristics of genre that sets it apart from other genres.

The text that will be used in this study is descriptive text. This study was carried out at MAN 5 Kediri, which is located at Kandat Highway No. 151,

Kandat, Kandat Sub-district, Kediri Regency, East Java. This study will be conducted in class XI IPA 2, consisting of 35 students.

F. Definition of Key Terms

1. Genre analysis

The process of assessing text based on generic structures and language features to discover the purpose of the text, which in this case is descriptive text. In this way it will allow us to identify genre differences between each text. Generic structures employ theory from Knapp and Watkins (2005), whereas language features employ theory from Gerot and Wignell (1994); Knapp and Watkins (2005). Swales (1990) is the foundation for the genre analysis theory.

2. Writing skill

The ability to effectively convey ideas, concepts and emotions through written language is known as writing abilities, and it is necessary for readers to grasp the written wording.

3. Descriptive text

A descriptive text is one that provides a detailed description of a specific object. Like the Sumatran Tiger, the Monas National Monument, and the Borobudur Temple, etc.