

# CHAPTER I

## INTRODUCTION

This chapter provides information of some points, including the background of the study, problem of the study, the object of the study, significance of the study, scope and limitation, and definition of key terms.

### **A. The Background of the Study**

Writing is one of the most important skills used in language learning. Writing is one of the skills that must be learned by students, including in learning English. If in writing skills we are able to compose texts well, then the other skill components will indirectly increase and the language learning process will be easier. According to Simarmata (2019), writing is a communication activity that is carried out without pressure, tone, expression, gestures, and without situations as occurs in oral communication activities. Writing skill is important because it is used to communicate with other people in society to express our feelings and opinions in form of written text. Thus, writers must be good at processing words, using words, expressions, sentences, and using functions to describe, convey, inform, and suggest something to others.

In improving writing skills, students could have several exercises. With these exercises, it is hoped that it can stimulate students' writing skills and express their thoughts in good reading. Without writing practice, it is impossible for students to write well and effectively. Harmer (2004) stated that writing skills are often needed to measure the extent of knowledge gained. In most of the exams, writing skills are often used, whether in foreign language proficiency or other skills.

However, some students think that writing is one of the most difficult skills in English. Students have difficulty finding ideas while writing, or one of them writes the wrong sentence. According to Nunan (2003) states that the most difficult task for language learning is to produce coherent, fluent, extensive written work, which is even more challenging for second language learners. Some students also could not finish their writing by the end of the allotted time due to a lack of vocabulary. Therefore, in writing we need planning. In this planning, before starting to write, writers will try and decide what they are going to write about.

A study by Herry (2020) entitled “An Analysis of Students’ Ability in Writing Descriptive Text at Eight Grade of SMP UNISMUH Makassar (Descriptive Text)” there are many problems that might make students unable to write good writing. First of all, they do not have enough ideas to make texts, students just copy and paste writing from the internet and plagiarism. Students cannot write a paragraph using only their own reasoning to develop their ideas. Second, students do not know how to express ideas into sentence sequences and organize them into coherent paragraphs. Students have less command of proper grammar and word usage. The last difficulty found was that students had problems using correct spelling and punctuation.

Another study by Hariyadi (2018) entitled “analysis of the students’ ability in writing descriptive text at the tenth-grade student of SMAN 11 Jambi academic year 2017/2018”. Hariyadi used descriptive research with qualitative methods. For the sample is 33 students in class X MIPA 3. The instrument used for this study is a written test. Hariyadi found several factors influencing students' inability to write English descriptive texts at SMAN 11 Jambi. First, students find it difficult in writing to start or end a paragraph. Second, students face difficulties in organizing their ideas.

Third, students are confused about writing and arranging sentences into good paragraphs. Fourth, the students lack vocabulary.

Writing skill has an important role for students who are in the process of learning a language. In the practice of learning writing in class, most students think that writing is difficult. Because in writing there are several important components such as complicated vocabulary, spelling, punctuation, grammar. So, students think that writing is a difficult activity. Nunan (2003) states that successful writing involves mastering the mechanics of letter formation and following spelling and punctuation conventions, using a grammar system to convey the author's intent, organizing content at paragraph and full-text levels to reflect the information provided and topic structure, polishing and revising one's initial efforts, and choosing a style that suits the reader.

At school, writing is one of the materials that must be learned by all students. Especially in Indonesian schools, students are required to learn to write various types of texts. According to Indonesian curricula (2004), There are some types of the text that should be learned by tenth grade in English subjects, they are recount, narrative, procedural, news item, and descriptive. Writing various kinds or genres is a challenge for students, especially in senior high school students who study various kinds of texts, one of which is writing descriptive texts. Students need to pay more attention to the details of objects that are explained with correct grammar. So, in this research, the text type will focus on descriptive text.

Whereas descriptive writing is an expression that describes people and things. According to Emilia (2008), descriptive text is a type of text that aims to provide

information about something or someone. Students' writing skills in descriptive texts need to be improved a lot to get better writing results from now on. It aims so that students are able to explain and describe their ideas that reveal about a thing. In writing descriptive text, students must know well what they want to describe. They describe their ideas and thoughts clearly based on what they see, hear, taste, or touch.

According to Suminar and Putri (2018), descriptive text is a text that describes people, animals, objects, and places by explaining clearly to provide information and understanding to the reader about an object being described. Thus, the reader can obtain information about the object that has been written by the author in descriptive text, and the author will describe the object clearly and get a clear picture of the object. Understanding the object itself is essentially therefore that the reader can understand and gain knowledge or information from the text.

So, it can be concluded that descriptive text is a text that provides a description or list of characteristics of a person, animal, place, thing, and others using words that appeal to the senses of smell, touch, and taste so that readers can better visualize these creatures. Students find difficulties in writing certain types of texts, especially descriptive texts. In this type of writing, students are required to have good vocabulary mastery in order to clearly describe something or someone.

Based on the observations that the researcher conducted on November 24<sup>th</sup> 2022 at SMAN 6 Kediri, the researcher found problems in writing. The researcher observed the portfolios of SMAN 6 Kediri students and found that students still had difficulties in writing descriptive texts. At the time of observation, the researcher interviewed an English teacher of class X named Moh. Kusen, M.Pd who teaches

English in tenth grade. He stated that students' writing abilities were different, there were students who were good at writing, there were also students who still needed to learn to write descriptive texts.

From this explanation, the researcher focuses on research on what the students' problems are in composing descriptive texts. There are several problems faced by students in composing descriptive text. The researcher will focus on class tenth grade students, where in class tenth students will be given a questionnaire that contains what problems they face when writing descriptive text. The purpose of this study is to find out what problems students face in composing descriptive texts.

Based on the background explained above, this research will be conducted study with the title “The Problem Faced by Tenth Grade Senior High School in Writing Descriptive Text.”

### **B. Problem of the study**

Based on the statement of background of the study above, the problems of this study are formulated as follows: “What are the problems faced by tenth grade senior high school students' in writing descriptive text?”

### **C. Objective of the Study**

Related to the statement of the problem above the objective of the study as follows: “To find out the problems faced by tenth grade senior high school students' in writing descriptive text.”

#### **D. Significance of the Study**

This research is expected to give some contributions as follow:

1. For the students

This research is expected to provide more information about students' problems and students' strategies to overcome their abilities in writing descriptive texts. And the results of this study are expected to provide more knowledge about problems in writing descriptive texts. Thus, by knowing the problems in writing descriptive texts, students can improve correct writing, and increase their vocabulary so that they can improve their abilities and skills in writing.

2. For teacher

The results of this study are expected to find out students' problems in writing skills, especially in writing descriptive texts so that teachers can improve their techniques, methods, and strategies in teaching writing so that students are able to understand and apply in writing descriptive texts. It is also expected that teachers can find out students' problems faster so they can solve problems more easily.

3. For the readers

It is hoped that by reading this research, readers will get information about students' problems in writing descriptive texts. So, readers can conclude what problems often arise in writing descriptive texts so that they can estimate the difficulties and can solve their problems when writing descriptive texts.

#### 4. For the next researcher

It is hoped that next researchers will obtain information about students' problems in writing descriptive texts. So that next researchers can continue research with other methods, on the other objects, and detailed results in concluding what problems often arise in writing descriptive text.

### **E. Scope and Limitation**

Based on the identification of problem in students' writing descriptive text above, the researcher focuses on the problem students in writing descriptive text in terms of lack of vocabulary, grammar, organization, content and mechanics. This research was conducted on class X students of SMAN 6 Kota Kediri. They are X-1 and X-4.

### **F. Definition of Key Term**

To give some perception to some word or phrases, definitions of key terms are used in this research and to avoid misunderstanding on the part of the researcher. The researcher needs to define some key terms and giving some clarification about the terms used this research. The key terms are defined as follow:

#### 1. Problem

Problem is a fact that is not in accordance with what is expected and requires a solution to solve it.

#### 2. Writing

Writing is one of the important skills that must be mastered by students because writing can help students think critically, and help students practice their

abilities in foreign languages. In writing, the writer needs the processing words, sentences, and paragraphs so that these words can become a good form of writing. Writing is a process of involving and knowing how to process words, sentences, and paragraphs into good writing.

### 3. Descriptive text

Descriptive text is a text that has the function of describing and providing information about a person, place, thing, and other things using explanatory words. This type of text aims to provide information to the reader. Descriptive text is a text that contains descriptions made by the writer so that the reader knows about specific things such as a person, difference, animal, or event.