

# CHAPTER I

## INTRODUCTION

In this chapter the researcher discusses the following: first, research background, second, research questions, third, research objectives, fourth, significance of the research, fifth, scope and limitations of the research, six definitions of key terms. .

### **A. Research Background**

English is an international language that people use when they want to communicate. As an international language, of course it cannot be separated from the skills that must be mastered by someone, especially students. English education at school can certainly help students communicate or interact socially and also increase their knowledge of English. English is a very important language that students should learn actively. In English there are several skills, namely listening, speaking, reading and writing. All these skills must be mastered by students.

Writing is usually considered the most difficult skill to learn, not only because it requires mastering many English skills; reading, speaking and listening, but also because of the differences between the rules of the learner's mother tongue and the language being studied. The statement above is in accordance with Nurgiantoro's statement (2001: 296) that when compared to other language skills, writing skills are more difficult for language learners to master. This is because writing skills require mastery of various other aspects outside of language to produce a coherent and complete essay.

Based on the 2013 Curriculum, students are expected to be able to communicate in English both orally and in writing. Students are introduced to

several genres and taught through model reading texts where they are taught explicitly about the social function, generic structure, and linguistic characteristics of the genre. . By introducing them to reading model texts, it is hoped that they will be able to know and understand the differences between one genre and another in English, so that they are able to write the genre themselves with the correct order of generic structure and correct use of words.

According to Knapp & Watkins (2005:26-27) includes description, explanation, procedure, argumentation and narrative. Meanwhile, based on the K13 curriculum. There are twelve types of texts to study. However, at the junior high school level there are only five types, namely descriptive text, recount text, narrative text, procedure text and report text. In this research, researchers focused on descriptive texts taught in the second semester at MTS PSM Tanen. As stated above, descriptive text is taught by introducing students to this type of text in the hope that they can write descriptive text well.

Descriptive text is text where the author tries to describe what he describes. Description is used to describe a particular object/object, place, or person. Descriptive text is very different from other types of text. Descriptive text is text that explains something. Wyrick (1987:227) states, "Descriptive writers create word pictures of people, places, objects, and emotions by using a careful selection of details to impress the reader." From the explanation above, it can be concluded that descriptive writing is a type of writing that consists of descriptions, characteristics, understanding of things, objects or people. Then, descriptive text is usually in simple present tense. Teachers need to make learning to write descriptive texts more interesting.

In this research, second grade B students at MTS PSM Tanen men. Students should enter some information about the place, such as where it is located, how big the place is, how cold or warm the place is, what the place feels like, what things can be seen at the place, and so on. For example, when a student wants to describe his house, he must have background knowledge about the parts of his house, such as how many rooms does the student have? What color are the walls? How wide or high is the house?

Researchers are interested in analyzing and focusing on students' difficulties in writing descriptive texts. This is because researchers found that students' writing results were not well organized and the average data on students' writing scores shown by the teacher was less than satisfactory. General student difficulties include developing ideas, organizing ideas, grammar, mechanics and appropriate use of vocabulary. Additionally, there are two general structures of descriptive writing: identification and description. Identification is the part of the text where students can identify phenomena, while description is the part where students can describe the parts and their characteristics.

In writing descriptive texts, MTS PSM Tanen students often encounter obstacles even though the teacher has explained the material for writing descriptive texts clearly. This is supported by the teacher's statement about students' unsatisfactory writing scores. There are several difficulties that students face when writing descriptive paragraphs. First, the problem of developing ideas. Some students write multiple main ideas in one paragraph; the idea of the paragraph is still ambiguous. Sometimes you can also find several paragraphs written in one sentence. *Journal of English Language Teaching (ELT) Ideas* Volume 1 Number 2 July 2013 3 paragraphs are still unclear. Second, the problem of organizing ideas

for writing descriptive text. A paragraph requires more than one unit; it requires reasonable organization or order. Students must organize their ideas into good paragraphs; Students should make their writing easy to read. To write a descriptive paragraph, students can organize their ideas by identifying a topic and providing a description of the topic.

The three students found errors in the use of grammar. For example, in making noun phrases and using articles. Grammatical difficulties will affect certain patterns in arranging words to form correct sentences. This will allow ideas to develop well. Fourth, when students continue to write something, many problems are discovered.

Some students have limited vocabulary so they have difficulty developing their ideas related to the topics they are studying. Some students are still unsure about choosing the right words when composing descriptive text. Limited vocabulary makes students confused in developing their ideas. In this case students must choose the right words according to their needs. The fifth difficulty for students concerns spelling, punctuation and use of capital letters.

Based on this phenomenon, it can be concluded that students have several times encountered problems in writing descriptive texts. Difficulties with spelling, punctuation, and capitalization can also affect the meaning of sentences in a paragraph; makes readers confused about the meaning of the closeness of sentences and even paragraphs. Unfortunately, many students are not interested in writing about something, even though it is about their life. They prefer reading and talking to writing. As previously mentioned by Nugigiyantoro (2001:296), writing is more difficult than other skills because it requires more aspects. It involves many

different elements such as grammar, vocabulary, organization of ideas, spelling and punctuation.

Writing is the most difficult skill to learn for foreign language learners. "Writing is a difficult skill for native speakers and non-native speakers alike; because the writer must be able to write it in various ways such as content, organization, purpose, audience, vocabulary and mechanisms such as punctuation, spelling and capitalization" (Rass, 2001:30). According to Brown (2001): "writing is a process of thinking, because writing is a process of putting ideas on paper to turn thoughts into words and give them a coherent structure and organization". Hugley et al (1983:3) explain that "writing is a communicative act. This relies on awareness of social expectations." This means that, as a communicative act, writing can develop social relationships and community expectations because writing is a communication tool.

Furthermore, writing is an important aspect of interaction in language teaching besides reading and speaking. Students study it, because it can be used to practice grammar rules. Harris (1997:38) states that "students can use writing to express their ideas, opinions, realities and points of view. People can communicate various messages known to their readers or unknown readers through writing.

Such communication is essential in the modern world, whether the interaction takes the most technologically advanced form of electronic mail. In conclusion, writing is a communicative activity that needs to be encouraged to be fostered during language learning.

Related to the explanation above, Myles (2002:1) says: good writing skills are not skills that are acquired naturally; it is usually learned or transmitted

culturally as a set of practices in formal teaching or other settings. Writing skills must be practiced and learned through experience. Based on the thoughts above, the researcher concludes that writing is a thinking process, a transaction with words followed by physical action. It takes practice to communicate and make contact from writer to reader. In this writing activity the writer follows the rules of grammar, spelling, punctuation and sentence structure.

Knapp and Watkins (2005:95) state "genre description is one of the fundamental functions of any language system and one of the first skills that new language users learn to master". They also state that "description allows categorizing or classifying an almost infinite range of experiences, observations, and interactions into systems that organize them both objectively and subjectively, depending on the field of study or the author's intent." Descriptive texts usually have their own specificities as follows: first, Journal of English Language Teaching (ELT) Volume 1 Number 2, July 2013 5 uses adjectives and adverbs. Second, use comparisons to help describe what something is like. Third, using students' five senses, namely taste, smell, appearance, sound and taste.

## **B. Statement of Research Problem**

In addition to the limitations of the problem above, the formulation of the problem is:

1. What are the problems faced by second grade B students at MTS PSM Tanen in writing descriptive texts?

2. What factors cause second grade B students at MTS PSM Tanen to experience difficulties in writing descriptive texts?
3. What strategies are employed the teacher in solving those problems?

### **C. Objectives of the Research**

1. Describe the problems of second grade B MTS PSM Tanen students in writing descriptive texts
2. Knowing the factors that cause problems for second grade B students at MTS PSM Tanen in writing descriptive texts.
3. To find out how the teacher overcomes the problems of second grade B MTS PSM Tanen students in writing descriptive texts.

### **D. Research Significance**

This research can provide references:

#### **A. For Students**

- 1) To improve students' ability to write descriptive texts in English for second grade B MTs PSM Tanen Rejotangan District.
- 2) To improve the learning achievement of second grade B students at MTs PSM Tanen

B. For Teachers

- 1) This research is an effort to deepen and broaden the author's knowledge.
- 2) Improving the ability of teachers to create learning processes effective and efficient.

C. For Schools:

- 1) Improving school achievement which can be seen from the increase in results student learning.
- 2) Increase school productivity through quality improvement learning

**E. Scope and Limitation of the Research**

This research involves collecting information regarding student errors in writing descriptive texts at MTS PSM Tanen. The respondents were MTS PSM Tanen students and teachers. Therefore it is necessary to limit the problem. As follows :

- a. Student problems in writing descriptive text.
- b. factors causing students to experience problems.
- c. teacher strategies for overcoming students' difficulties in writing descriptive texts.



- d. D. This research was carried out in second grade B MTS PSM Tanen.

## **F. Definition of Key Terms**

### **1. Descriptive text**

Descriptive text is a type of text that consists of descriptions, characteristics, definitions of things, objects, or people.

### **2. Difficulties**

Difficulty is something that is hard to do. In this study, students difficulties that students faced is about writing descriptive text.

### **3. Writing descriptive text**

Writing descriptive text is the activity of describing an object, whether in the form of a person, a thing or a place, in a paragraph.