

## **CHAPTER I**

### **INTRODUCTION**

This chapter contains background of the study, statement of the problem, objective of the research, significance of the study, scope and limitation of the study, and definition of key terms.

#### **A. Background of the study**

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English such as reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned. Based on the Junior High School Competency Based Curriculum, the students are expected to be able to communicate in English both in oral and written form. In Junior High School in Indonesia, the skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they are able to write the genres by themselves with the right order of generic structures and the correct use of the language features of genres.

There are many genres that are taught to Junior High School students. Those are narrative, procedure, recount descriptive, and so on that we can

write. The researcher focused on descriptive text which is taught in the second year of Junior High School. As stated above, the descriptive text is taught by introducing the students to the model text, hopefully they will be able to write the genre well.

A descriptive text is a text which a writer tries to picture what he is describing. According to Barnet and Stubbs (1990:105) “A good paragraph has unity (it makes one point, or it indicates where one unit of the topic begins and ends)”. To have a paragraph unity a student has to support the ideas into the sentences. By mastering the describing, they may make a good classification of objects based on the characteristics. In narrative text description is also used, especially when the students want to describe the characteristics of a character or certain setting. The description is also can be done subjectively and objectively. The objective description will be chosen if it describes the physical appearance of an object or person. The subjective is used when the students want to give their opinion to the object. Those combination make the descriptive text is unique and the researcher interested in choosing this genre. Reep (2009:82) states that “a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to describe about his house, then he should have background knowledge about parts of his house, such as how many rooms that this student has?, what is the color of the wall?, how wide or how high the house is.

In descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things. This is why the researcher chooses descriptive text. The second year students in Junior High School also had learnt reading descriptive text in the first year, especially in the second semester. Hence, the researcher assumes that they already know well about descriptive text.

Researcher interested in analyzing and focus on students' in writing descriptive text in the way they developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately. There are generic structures of descriptive writing: identification, description, and conclusion. Identification is a part of text where the students could identify the phenomenon while description is the part where the students are able to describe parts, qualities and characteristics. The conclusion paragraph signal the end of the text in descriptive text.

There were some difficulties that students face during writing the descriptive paragraph. First, the problem in developing the ideas. Based on students wrote many main ideas in one paragraph; the idea of the paragraph was still ambiguous. Sometimes, it is also found that some paragraphs were written in one sentence only. The idea of the paragraph was still not clear. Second, the problem in organizing the ideas to write a descriptive text. A paragraph needs more than a unified point; it needs a reasonable organization or sequence. The students have to organize their ideas into good paragraphs;

the students have to make their writing readable. To write a descriptive paragraph, the students can organize their ideas by identifying the topic and give the descriptions about the topic.

Third, the students found difficulties in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It will make the ideas do develop well. Fourth, when students proceed writing something, many problems could be found. Some students are lack of vocabulary and they also have difficulties in developing their ideas related to their topic. Some students were still in doubt with choosing the correct words while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need. The last difficulty was related with spelling, punctuation and capitalization.

Some how not all of the aspects become the difficulties or problem for the students. Students may have difficulties in one aspect but they are may be good at another aspects. For example, some students have difficulties in developing idea, but they are good in grammar and vice versa.

Developing ideas is the most important thing to the students in writing descriptive text. By developing the ideas, the students can make a good writing text and develop their ideas clearly in each paragraph. In organizing ideas, students have to identify the name place and describe the detail of the place in the supporting paragraph. In writing descriptive text the students have to use an appropriate grammar, in this case simple present tense. In

composing the text, students have to choose the appropriate and accurate words to express the ideas. In mechanics component, students have to use the good punctuation, spelling and capitalization. By analyzing the five components of the students' descriptive text, the researcher can see the students' skill in writing descriptive text.

Writing becomes the most difficult skill when it is learned by the foreign language learners. According to Rass (2001:30) said, "Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization", it is because there are some aspects that the students should learn to make a good writing. Those aspects are grammar, vocabulary and mechanic. They must understand those criteria well in order to produce a good writing. In teaching and learning process of writing, the teacher has an important role. According to Brown (2001): "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization."

According to Wyrick (1987:227) states, "The writer of description creates a wordpicture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader." Without the writing, the people will not be able to communicate with each other. Harris (1969:38) states that "the students can use writing to express their ideas, opinions, realities, and point of view. People can communicate a variety of messages

known readers or unknown readers by writing. Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules.

Based on the national curriculum KTSP (School Based Curriculum) 2006, the aim in teaching writing at junior high school is that the students are able to write a simple descriptive text. The skill to write descriptive text is taught at the first year. Sudarwati and Eudia (2007:113-137) state that “the targets of teaching writing descriptive text for the first year students of Junior High School are (1) the students are able to describe animals and people, (2) the students are able to describe their school, (3) the students are able to describe places”. This curriculum is the teachers' creation in the school though standard content and standard competence. Standard content and standard competence in Permendiknas (No.41, 2007:18):

Write in new language since they should translate their idea to the target language and understand the specific grammar rule in English. The students must study grammar and vocabulary earlier before starting writing. Their vocabulary must be rich and they should understand the grammar of a certain text well to make a good result. Those criteria make them work hard to write. From the reality above, it can be seen that the research on writing is important as the effort to solve those problems.

About writing ability, there is such a standard competence as it is stated in the curriculum 2006 of English for SMP/MTs: Writing (Syllabus

and Lesson Plan, SMP VIII, 2010:988-989): (1) Expressing of the meaning of simple short essay functional written text in the form of the descriptive and recount to interact with surrounding. (2) Expressing meaning in short functional texts (e.g., notices, advertisements, invitations, etc.), formal and informal written using various written languages accurately, smoothly, and thanked in the context of everyday life. (3) Expressing meaning and rhetorical step in the simple short essay by using various written languages as accurate, smooth, and acceptable to interact with surrounding in the form of descriptive and recount text.

When the students write a text, there are some aspects that they must master such as vocabulary and grammar. The students can use simple present and adjective clause in writing descriptive text. The errors are the students still feel strange and face some difficulties with English lesson especially in developing paragraph. Therefore, the researcher wants to analyze their weakness in their writing.

The previous study related to this research has been done by Umami Rasyidah (2015). She conducted a research entitled “an analysis of students’ writing skill in descriptive text of the second year students at SMPN 2 Bangun Purba. The researcher conduct at SMPN 2 Bangun Purba Riau to reserch. in this research conduct to find out the factors affect in writing skill. The result of generally, the students’ mean score of writing skill particularly in writing descriptive text was 51 and it was considered as the average level of skill.

From the explanations above, the researcher conduct to reserach at MTsN Bandung Tulungagung, because the researcher conduct to observation teach and know the student's less in ability of writing in this school. so the researcher conduct the same research with the previous above. The researcher tries to describe the analys indicators to see the students' ability in writing at second grade students at MTsN Bandung Tulungagung. The researcher writes thesis topic in this thesis under title "*An Analysis of the Students' ability in Writing a Descriptive Text on the Eighth Grade at MTsN Bandung in the Academic Year Of 2015 / 2016*".

#### **B. Research Problem**

How is the students' ability in writing a descriptive text on the eighth grade of at MTsN Bandung in the Academic Year of 2015 / 2016?

#### **C. Objective of the Research**

To know the students' ability in writing a descriptive text on the eighth grade at MTsN Bandung in the academic year of 2015 / 2016?

#### **D. Significance of the Research**

For Students, they can find out their strenght and weakness so that they can fix the weakness and improve the strenght in writing descriptive text.

For Teachers, the English teachers can use ths resarch for increasing their method to find out the students' strength and weakness aspect in writing descriptive text and also for another genre of text.

Further Researchers, the research findings are expected to give information about writing in descriptive text. It is hoped to be an inspiration for the next



researchers who will do a research in this field. It can be the guidance for them to do a better research.

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

The scope of this research is analyzing writing descriptive test. This study was limited on the analysis of ability in writing. This study has the purpose to find how is the students' ability in writing descriptive text on the eighth grade at MTsN Bandung in the academic year of 2015 / 2016.

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

This part describes some special terms that are used in the research in order to make the terms clearer. Those are the definitions:

##### **1. Writing ability**

Writing ability is a skill who have had by the students, it is a thinking process in its own right and a process where ideas are focused on more relevant and important factors. It gives someone opportunities to explore his ideas and acquire information. In this case, the students write their ideas in descriptive text with five indicator they are developing ideas, organizing ideas, grammar, mechanic, and using vocabulary. According to Brown (2001): "writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization."

##### **2. Descriptive text**

Descriptive text is a text with its a purpose is to describe text stretch out much information about certain people, things, and place and detail.

The purpose of description is to present the characteristics of object, persons, places, and sensations the learner's presents. According to Mark (2003: 26) he said, Its purpose is to tell the subject by descring its feature without including personal opinion.