

CHAPTER 1

INTRODUCTION

This chapter describes some points including the background of the study, statements of the problems, the objective of the study, and the significance of the study.

1.1 Background of the Study

The teaching learning process of the English language concentrates on the four skills, namely: listening, speaking, reading, and writing. It also deals with components of English such as grammar, vocabulary, pronunciation. Writing is one of the four language skills which is important to learn. Writing is to express or to transfer thoughts and feelings. Harmer (2004) stated that writing is a form of communication to deliver thought or to express feeling through written form. Therefore, it is important for students who study a language to learn writing to help them communicate via the written form. In junior high school in Indonesia, writing concerns the types of text. Including is the descriptive text.

Writing is considered the most difficult and complicated language skill to be learned compared to other language skills (Irawati, 2015). Nunan (1999) claimed that learning to write fluently and expressively is the most difficult of our language skills for all students whether it is for first, second, or foreign language. Nunan highlighted that the most difficult thing to do in learning a foreign language is probably in producing a coherent, fluent, and extended piece of writing.

In writing a text, the writer needs to know the criteria of a good piece of writing. Kevin (2009: 1), argues that there are ten main critical elements of good writing, namely a clear point, length, back up of point, time, logic, good grammar, spelling, readers become engaged, influence and from their heart, not just created to profit or of gains. The above criteria are important to produce good writing. So, when readers read it, they can get good ideas of how the writer feels and thinks.

Other criteria of good writing are shared by Fawcett and Sandberg (1990: 8), which says that good writing needs to have: organization, unity, coherence, conciseness, clarity, grammar, pronunciation, spelling, and usage. Harmer (2011: 4) says: "Writing is used for a wide variety of purposes and it is produced in many different forms." It can be seen in people's daily life activities when they need to write memos, letters, notes, invitations, brochures, articles, application letters, and many others.

Moreover, Abisamra (2001: 1) has a similar opinion about the descriptive text. He adds that "descriptive is the text picturing the person, place, and thing with clear detail to help the readers visualize an object which is described" writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. Furthermore, description activity is used to describe an object and the readers become easily be understood so that they can imagine the object which is described bed clearly like the real one.

This research will focus on descriptive writing. Based on the Indonesia national curriculum, it is stated that the competence standard of writing of Junior High School level is to express meaning in functional written texts and simple short

essays in the form of descriptive, procedure, narrative, recount, and report texts to interact with both the closer environment and the context of daily life. As one of the productive skills, learning writing is important for English learners, particularly junior high school students. The problems of writing are also claimed by many researchers. One of the problems in the teaching of writing is reluctant writers. Hawthorne (2008) stated that teachers of English are likely to be familiar with the term 'reluctant reader' and to have read about such students in their attempts to better understand the reasons for reluctance and how these students' needs can best be addressed in their English programs. In his dissertation, Hawthorne found that teachers of reluctant writers are alert to the interactions between the cognitive, behavioral, and affective aspects of writing. Some other problems found in the teaching and learning of writing are: writing problems include they lack ideas, organizing of ideas, rhetoric or pattern of thought, cohesion and coherence (Nurhayati, 2016), students were able to make a thesis statement that showed their opinion but unable to develop the essay well (Setyowati, 2016), many students made a lot of mistakes in writing English, especially in using preposition and verb tenses and grammar structures (Huy, 2015), and low achievers were still confused in identifying the schematic structure of a descriptive text and English Grammar (Siahaan, 2013).

In line with the curriculum, teaching English at the junior high school level is presented to improve students' language skills. English materials are presented through genre whether written or oral communication in the teaching-learning process (H. Karimah et al., 2017) and (Aunurrahman et al., 2020). The students are emphasized to understand various types of genres. Based on the 2013 curriculum,

there are some materials for teaching English that must be mastered by students. Four language skills must be taught to junior high school students, those are reading, listening, speaking, and writing (Anggraini, 2019). Writing is good support for the other skills and also the activity that can be usefully be prepared for my work (Hastuti, 2020). The basic competency that should be achieved in writing English subjects is the students can develop and produce simply functional written text. The seventh grade of junior high school students is taught some types of English text. One of the requirements for junior high school students based on English competence is to be able to compose proper written descriptive text (Tamba et al., 2020).

Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” Rass (2001:30). 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.” This means that writing is difficult for students as a non- native speaker. Students must be able write descriptive text. Knowing the content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling and capitalization. Descriptive text is one of the genres in writing texts. Descriptive text is a text that describes the features of someone, something, or certain place. Descriptive text consists of introduction and description. Introduction is the part of paragraph that introduces the characters, and description is the part of paragraph that describes the

characters. As stated before, writing is more difficult than other skills since it needs more components of language to support the construction of good piece writing. It involves many different components such as content, organization, grammar, vocabulary and mechanics.

Based on a preliminary research in a senior high school, or SMAN 5 Mengwi Denpasar. The researcher found the following phenomena:

1. Some students are not able to express their idea in descriptive text well.
2. Some students are not able to write based on generic structure of descriptive text.
3. Some students are not able to organize their writing in generic text in their writing.
4. Some the student does not know how to write a text based on the text given by the teacher.

Jacobs (2008:22) in writing a descriptive text, the students have to fulfill the five components of writing; they are content (developing ideas), organizing ideas, grammar, vocabulary and mechanics. Developing ideas is the most important thing for the students in writing descriptive text. By developing 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 of place and describe the detail of the place in the supporting paragraph. In grammar, students have to choose the appropriate and accurate words to express the ideas. In mechanics components, students have to use the good punctuation, spelling and capitalization. From the indicators above, it leads to the data description and help the writer and the scorers to score the students test. From those indicators, the writers can see the student skill through their test and analyze it based on the indicator. Finally, the writer intended to find out the tenth grade students' ability in

writing Descriptive text. The researcher takes entitled of this research “An Analysis of junior high school student’s ability in writing descriptive text”

1.2 Statements of Problems

Based on the background of the study above, two questions must be answered as the statement of the problem of this study;

1. Are the students of SMPN 10 Kupang able to write the descriptive text?
2. What is the students’ ability in the writing descriptive text of students SMPN 10 Kupang?
3. What are the problems faced by the student in writing a descriptive text?

1.3 Objective of the Study

Going in line with the problem statements above, this study has three objectives:

1. To fine out of SMPN 10 Kupang able to write the descriptive text
2. To find out the students ability in writing descriptive text of students SMPN 10 Kupang.
3. To find out the problems faced by the student in writing a descriptive text

1.4 Significance of the Study

This study is useful for the writer, English teacher, and the students of the researched school.

1. For the writer

The writer can advance to know of junior high school students' ability in writing the descriptive text of the study. And in the future, the writer can find a better way to teach English, especially in writing skills.

2. For the Teacher

The teacher can evaluate clearly in teaching the English language using descriptive text. This research can be given to the teacher as a variation in teaching and learning the English language.

3. For the Students

As a result of this study, it is hoped the teacher could develop the teaching and learning process better, especially in writing descriptive text.