

# CHAPTER I

## INTRODUCTION

This chapter presents background of the research, problem of the research, objective of the research, operational definition, significant of the research, and scope of the research.

### **1.1 Background of the Research**

English as a foreign language, it is not only used in communication but also used in transferring much important information, such as science, technology and academic. Therefore, it has been taught since elementary school up to university level. If someone is understanding well about English, they will be able to understand about a lot of information and knowledge.

English has four basic skills that students should mastery, they are listening, speaking, reading and writing. Speaking and writing are productive skills. Listening and reading are receptive skills. In other hand, reading is an active skill. Whereas, writing is an activity of putting thought, idea and feeling that it expressed in writing language.

In studying English writing, the students of Junior High School are given material about genre in writing. The students are taught about the aspects of

genre in writing including the social fiction and characteristic of genre. The students must practice writing, in order that it can make a descriptive text very well. Without practice, it is impossible to write well. (Fauziati, 2010, p. 45).

In this case, the researcher is going focus on writing. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill. It aims at assisting students in expressing their idea written. Based on curriculum of junior high school which is recommended by the government, there are some texts which have to be mastered by the students at junior high school. One of the texts is descriptive text. "Descriptive is giving a picture in words". Descriptive text is the text which describes something, someone, situation, and etc. Or write about the way person, place, or things appear.

Writing is a process which is included some steps that must be considered by the students as writer such as planning, organizing, drafting, revising and editing, in order to make their writing product can be understood by the readers. (Mandel, 2011, p. 03)

Regarding the importance of this subject especially in language learning, the government has arranged it in the curriculum. It is stated that the students are expected to be able to express their ideas in written form in various kinds of text. Furthermore, based on curriculum, it is stated that the second year students of junior high school level are expected to be able to express their ideas in written form in some kinds of text. One of them is descriptive text. Descriptive text refers to a text which focuses on describing particular things.

Items or individuals and it specifies some their characteristics (Emilia and Christie, 2013, p. 36).

Based on Kurikulum Tingkat Satuan Pendidikan 2006, learning writing in Junior High School is aimed at making the students able to express their idea in the written form by using appropriate language variation fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report. For especially the eighth grade, it is limited on narrative, descriptive and recount. In writing descriptive text, the eighth grade students are expected to be able to write a descriptive text. They should be able to make a sentence in the form of simple present tense and develop their idea into descriptive text. The students should know the characteristics of the object, so it will be easier to construct a descriptive text.

Muhammad Hanafi (2018), entitled “An Analysis of Eleventh Graders’ Difficulties in Writing Descriptive Text at MA Ni’matul Aziz Jelapat 1 Barito Kuala Academic Year 2017/2018”. The aimed of his study were to find out eleventh graders’ difficulties in writing mastery of descriptive text and the cause. In his research, the researcher took 10 students of grade eleven A, 10 students of grade eleven B, and 10 students of grade eleven C at MA Ni’matul Aziz Jelapat 1 Barito Kuala. The result of his analysis showed that the students find constraint in all point of scoring, the highest percentage is 83 % of students have constraint in grammar, the second percentage are 80 % of students have constraint in vocabulary and 80 % of students have constraint in mechanic, the third percentage 70 % of students have constraint in content, and the last percentage is 67 % of students have constraint in

organizing. Whereas, the factors causing the eleventh grades' difficulties in writing mastery of descriptive text are learners' background (80,2 %), teaching technique (49,5%), and the learners' environment (52, 8 %).

Based on the previous explanation about research that had been done, this proves that this research has differences and similarities with the previous research. The thing that make this research difference from previous researcher is that the research of Muhammad Hanafi focus on students' difficulties in writing descriptive text for the eleventh grade. But in this research, the researcher focus on students' difficulties in writing descriptive text for eight grade. As for the similarities of this research with the previous research that the researcher both focus on the students' writing, especially in descriptive text.

Unfortunately, many students were not interested in writing about something, even though it is about their life. They prefer reading and speaking to writing. As stated before, writing is more difficult than others skill since it needs more aspects. It involves many different elements such as grammar, vocabulary, organization of ideas, spelling, and punctuation marks. Based on the problem faced by the students above, the researcher is interested in doing a research which is purposed to measure students' writing skill entitled

**“STUDENTS' DIFFICULTIES IN WRITING DESCRIPTIVE TEXT AT  
MTS. AL-MUJAHIDI TEMBOKREJO, GUMUKMAS, JEMBER IN  
2019 / 2020 ACADEMIC YEAR.**

## **1.2 Problem of The Research**

Based on the background and rationale of the research, the problem of the research was formulated as follows : What are students' difficulties in writing descriptive text ?

## **1.3 Objective of The Research**

Based on the research problem above, the objective of the research is to describe the students' difficulties in writing descriptive text.

## **1.4 Operational Definition**

Operational definition of term used by the researcher to make them clear and to avoid misunderstanding, they are classified as follows :

### **1.4.1 Students Difficulties**

Students difficulties is the difficult to describe something and need more attention in detail object

### **1.4.2 Students Writing Skill**

Students writing skill is the ability to write meaningful sentence or paragraphs which a reader can easily understand is termed as good writing skill.

### **1.4.3 Descriptive Text**

Descriptive text is a text which describe person, place, mood, situation and etc in words.

## **1.5 Significant of the Research**

This result of this research was expected to be a beneficial theoretically and practically.

### **1.5.1 Theoretically**

This research is expected to give a real portrait about students difficulties in writing descriptive text.

### **1.5.2 Practically**

This research is expected to give much information about students' difficulties, so in the future the students will be more careful in writing.

## **1.6 Scope of the Research**

The research respondents are students of MTs. Al – Mujahidi, Tembokrejo, Gumukmas, Jember. The research focuses on students' difficulties on writing descriptive text at the eight grade of MTs. Al - Mujahidi, Tembokrejo, Gumukmas, Jember in 2019 / 2020 academic year.