CHAPTER I

INTRODUCTION

This chapter discusses some aspects dealing the topic of the research. They are the background of the research, the problem of the research, the aim of the research, operational definition of the research, the benefits of the research and scope of the research.

1.1 Background of the Research

According to Surat Edaran Mendikbud Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (*Covid 19*) recommends carrying out the learning process from home through online learning. This situation makes it difficult for students to learn, one of which is learning English.Sunardi (2021) stated that students had very low motivation in online learning because teachers and students were not ready in using technology.

In Indonesia, English is learned by students from elementary school to high school. It is very important for students to be able to master all skills in English. These skills include listening, speaking, writing, and reading. One aspect of the language teaching and learning process is writing skill, which is the most difficult skill that students must master because it entails a complex system that necessitates the formulation of ideas, the organization and sequencing of points in a logical order, the selection of vocabulary, the checking of grammatical

correctness, the spelling of words, punctuation, and legibility of writing (Westwood, 2004 in Zurrahmah, 2021). Consequently, most of Indonesian students are still struggling hard with its complexity (Batubara, Herwanis & Safitriana, 2021)

Writing is a process of pouring creativity or ideas into the form of written language, which is usually called an essay. It is because the author uses writing to express the contents of his thoughts, ideas, opinions, or desires. Another meaning of writing from Nunan (2003, p.88) stated that writing is the mental work of inventing ideas, thinking about how to express ideas, and organizing the idea into statements and paragraphs that will be clear to a reader. Writing is one of the language skills in learning English that must be mastered by students even though they have difficulty. According to Novariana, Sumardi, and Tarjana (2018), students' writing ability is still fairly low due to a lack of motivation in studying English, difficulties expressing thoughts, and difficulty arranging words due to a lack of vocabulary. Aside from that, students have difficulty utilizing proper grammar.

Students are expected to learn many types of writing text in school. Narrative text, recount text, procedure text, descriptive text, and news item are among the five categories of text taught in schools, particularly in tenth grade. However, the researcher in this study is primarily interested in descriptive text as one of the variables in this study that the researcher will investigate. The basis for selection and interest is because the descriptive text is one of the types of text that is easy and familiar to the students because it is related to routines, describing and some others (Exdriko, Tavriyanti, & Refnita, 2011). Besides that, the most

prominent of language features is the use of the simple present tense, where this tense has been learned and frequently used in daily life (Sadiah & Royani, 2019). However, even from those reasons, most of students do not master descriptive text well (Purwaningsih, Hadi,& Rahayu, 2022)

According to Yoandita (2019), descriptive text is a description that explains or describes about person, object, person, or event using appropriate details through writing, an effective description will contain sufficient and varied elaboration of detail to communicate the subject and the details used are usually sensory to describe what is seen, heard, touched, and felt by the writer.

Based on the previous observation, the researcher asked about the students ability in writing. The teacher said that the students still find it difficult to express their ideas in writing, especially when writing descriptive text. Therefore, they still need to learn about the indicators such as word choice, organization, content, grammar, vocabulary, and mechanics. In addition, descriptive texts can also help students improve their communicating using language, social skills by exploring, thinking critically, and conveying ideas orally in writing (Purwaningsih, Hadi, & Rahayu, 2022). They also state that there are two generic structures in descriptive text, both are identification and description. Identification is to introduce the subject of the description. In description provides details of characteristic of the related subject.

A study related to writing skill has been carried out by previous researchers. The first researcher is Rianda (2020), he investigated the ability of the8th class students in junior high school in writing descriptive text. The result in his study, Abrar Rianda stated that there are still a lot of error features written in

their assignments. Students still make mistakes in grammatical and vocabulary management; students' mistakes are the relationship between verbs and plural nouns. Then the use of capital letters and punctuation marks which are part of mechanics. Most of the students mixed language in one sentence so there are 2 languages; Indonesian and English. In his research he also explained students' difficulties. Most of the students showed that they were strongly agreed, and agreed to the statement about the problem faced, such as; generating idea, vocabulary, grammar, and the lack of English language skill. This study is similar to my research, the aim is to know how the ability of students in writing descriptive text. However, the sample was junior high school students who did face to face or offline learning.

The second is from Purwaningsih, Hadi, and Rahayu (2022) which also analyzed students' abilities in writing descriptive text. The data source is students of tenth grade IPS 2 SMA Negeri Tulakan academic year 2020/2021. The result is students had low ability in writing descriptive text. In her research there were two domain in analyzing the writing data based on gender and distance between house and school. Based on gender, female studentshave more problems than male students, because there are more female students than male students. Meanwhile, based on distance between house and school, the high case suffered by students was analyzed at 6-10.

From the two studies above, Rianda (2020) and Purwaningsih (2022), which both analyzed students' writing abilities in descriptive text, even though it is from Rianda's study in which the research took the subjects who got the material directly at school or who did offline learning. While from Purwaningsih

(2022), although the subjects came from students who did online learning, she focused more on comparing students' writing abilities based on gender and distance. From those two studies, Rianda (2020) and Purwaningsih (2022), they employed qualitative and mixed method methodology. Moreover, Rianda (2020) and Purwaningsih (2022) have focus on several indicators in organizing second language (L2) writing, such as structure, text functions, themes or topics, creative expression, composting process, content, genre, contexts of writing, and many others. However, to fill the gap of those studies, quantitative method will be used in this study, which more focus on several organizing L2 writing like; content, organizing ideas, vocabulary, grammar, and mechanics. In addition, the researcher conducted test on students who had studied descriptive text material during online learning with direct or offlibe test. Therefore, this study aims to analyze the writing ability and the difficulties faced by tenth grade social senior high school students in writing descriptive during online learning. This study focuses on students who have learned descriptive text during online or not interacting directly with teachers at school. The researcher wants to find out what is the abilities and difficulties had by the students during online learning.

1.2 Problem of the Research

The research problem of this study are:

1. How is the students' ability to write descriptive text during online learning?

2. What are the difficulties faced by students when writing descriptive text during online learning?

1.3 The Aim of the Research

The aim of this research are:

1. To find out the ability of students when writing descriptive text during online learning.

2. To find out the difficulties faced by students when writing descriptive text during online learning.

1.4 Operational Definition of the Research

This section provides operational definitions of some the specific terms used in this research to clarify these terms.

1.4.1 Writing Ability

Writing ability is person's ability to produce written messages from ideas poured by the author who are organized into sentences, into text, into a unified whole where the reader can understand the meaning of the writing. In writing, a person has the opportunity to explore the ideas and obtain information. In this case, students will write down their ideas in descriptive text with four components, there are organizing the ideas, grammar, mechanics, and using vocabulary.

1.4.2 Descriptive Text

Descriptive text isa text that aim to explain, describe something. This thing can take from anything, like person, animals, objects, place, and animal or anything else. descriptive text is characterized by the use of simple tense and focuses on one object specifically. The object is then discussed in more detail in descriptive text. The generic structure in descriptive text are identification and description.

1.4.3 Online Learning

Online learning is a method of education where by students learn in a fully virtual environment. Online learning refers to an internet-based learning environment that can connect students of diverse backgrounds. With online learning, students and teachers can still interack even though they are in different places and distances, or do not carry out direct learning at school. There are lots of media that can be used by teachers to teach students during this online learning. The media used by teachers among these applications are Google Classroom, ZOOM Meeting, Edmodo, Google Meet, Microsoft Office 365, and others.

1.4.4 Difficulty

Difficulty is a condition that shows the characteristics of obstacles in writing, whether it's writing any kind of text type and also obstacles in activities to achieve a goal, so that more active efforts are needed to overcome obstacles.

1.5 Benefits of the Research

Based on this research, there are several acceptable benefits, these benefits are given to:

1.5.1 The Teacher

English teacher can use this research to improve their methods in teaching writing, to find out aspects of students' strenghs and weaknesses in writing descriptive text and also for other genres.

1.5.2 Other Researcher

For other researchers, the results of this study are highly expected in order to provide information about writing ability and writing in descriptive text that

can help them use it in the future, and also hopefully can be an inspiration for the next researcher.

1.6 Scope of the Research

This research is focuses on analyzing students' writing abilities, and the difficulties students faced when writing descriptive text during online learning. The research subject is the tenth grade students at SMAN 1 Panarukan Situbondo 2021/2022 academic year.