

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English is important for students at all levels of education. Hence, English becomes a vital subject at the school, from the elementary school until senior high school. Traditionally, in English learning process students should study four skills; Listening, Speaking, Reading and Writing. An individual, who comprehends English should master the four skills. One of the ways to indicate student's ability in English is by analyzing their writing. Analyzing the students' writing work enables us to have a better perspective on the students' understanding about student's skill particularly on writing. According to Lock (1996, as cited in Siahaan (2013), analyzing students' text is helping English teacher to find out the students' ability and difficulties in writing. This explains the circumstances of learning writing in English.

Learning to write easily and dramatically is the most difficult of the macro skills for all language users despite whether the language being learned is first, second or foreign language Nunan (1991:35). It is inevitable that writing can be challenging for students, started from the stringing up words until they can make a paragraph that they think it is the best paragraph.

Writing composition is a task, which involves the students' word manipulation in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicates their writer thoughts and ideas of certain topic Heaton (1975:127) as cited on Yudha and Chakim (2015). At this phase, students should follow the rules in writing activities. Students should concern to the three common mechanisms of the writing process. Kane (2000: 13-15) say that there are three rules in writing, they are: *grammar*, the rules which structure the language; *usage*, concerning how we should use the language in certain situations;

mechanics, conventions of writing require that a sentence begin with a capital letter and end with full-stop, *punctuation* (period, question mark, or exclamation point and so on).

Writing is one of the skills which can arguably prove the ability in English. From the writing task that is studied by students, teachers will know the extent of students in writing. In writing class on the eight grade of SMP N 1 Sambu Boyolali, students are taught about genre text. There are some genres taught at school: descriptive, recount, narrative, hortatory, procedure, and others.

Some genres of text which taught at the school, one of them is descriptive text. Descriptive text is a text which describing about people, animal or things. This text is also studied by eight grade student of SMP N 1 Sambu Boyolali. The essential of descriptive text is student can make a description about their friend, animal that they like or other things. In this case, the researcher conduct to do the research about writing descriptive text based on the material in the syllabus that taught in the classroom.

Naturally, writing is a challenging thing to do. Particularly, in a foreign language learner. Among the four skills in English, it could be said that writing is arguably the difficult one. Moreover, in school levels, each level has difficulty stage itself. For this reason, it is worth to research the student's point of view as about their experience during learning writing descriptive at school. In addition, previous researcher that do research about writing technique or writing method and a little that conduct the research about student perception.

Hence, the research is timely and worth to conduct. The research investigates the causes of the difficulties (if there are any). And what is the problem that makes student make some mistakes on their writing work.

This research uses descriptive qualitative research to collect the data. According to Bogdan and Taylor cited by Lexy J. Moloeng (1956), qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed. In this research,

the researcher will conduct interview with the students of SMP N 1 Sambu, Boyolali for the data. After that, the researcher makes analyze the data to make a conclusion for the research. The title of research is **“STUDENTS’ PERCEPTIONS OF WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMP N 1 SAMBI BOYOLALI IN 2016/2017 ACADEMIC YEAR : DESCRIPTIVE QUALITATIVE APPROACH”**

B. Limitation of the Study

The research focuses on the students’ perceptions in writing descriptive text and the difficulties faced by the eighth grade students of SMP N 1 Sambu Boyolali.

C. Problem Statements of the Study

1. How are the students’ perceptions of writing descriptive text at the eighth grade of SMP N 1 Sambu, Boyolali?
2. What are the difficulties (if there are any) faced by the eighth grade students of SMP N 1 Sambu, Boyolali?

D. Objective of the Study

Based on the problem statements above the writer makes objective of the study as follows:

1. To describe the students’ perceptions of writing descriptive text at the eighth grade students’ of SMP N 1 Sambu Boyolali 2016/2017 academic year.
2. To identify the difficulties (if there are any) faced by eighth grade students’ of SMP N 1 Sambu, Boyolali 2016/2017 academic year.

E. Benefits of the Study

From the objectives of the study above, the research is expected to have significant benefits for:

1. Theoretically

- a. The result of the study will deepen of the study on student's perception of writing descriptive text by using descriptive qualitative approach.
- b. The research can be a resource of bibliography for the next related research.

2. Practically

This research will give contribution for other researchers who are interested in analyzing on the student's perception on writing descriptive by using descriptive qualitative approach.

F. Research Procedure

First of all, the researcher formulates the research questions and makes the design of the study. The researcher decides to use descriptive qualitative approach for her study.

Second of all, the researcher collects the data from the participants. The data are collected by interviewing two students. After the interview, the data are being transcript and coded.

Third of all, the researcher analyzes the data. The researcher is making analysis by using a content analysis technique, but in a qualitative way.

Next, the researcher creates the findings. Afterwards, the findings are validated through member checking.

Finally, the researcher writes the display of the data.