

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents introduction that consists of background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

#### **A. Background of the Study**

English is an international language. It is used in all over the world. For the reason, people have to master English orally and in writing, so that they can communicate and socialize in the world community. In teaching English, there are four language skills that have to be taught in teaching learning process. They are listening, writing, reading, and speaking skill. Listening and reading are called receptive skills, while writing and speaking are called productive skills.

English is the first foreign language and taught at every school in Indonesia. Every student should master English to pass the final examination. But in learning English, students often face many problems about Indonesian and English. Because there are many difference between English and Indonesian. For the reason, every student should learn English like other basic lessons.

As one of the four language skills, writing has always occupied a place in most English language course. One of the reasons is more people need to learn to write in English for occupational or academic purposes.

Richards & Renandya (2002) quoted by Fauziati (2015:123) state that it is generally agreed that writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. Students also have difficulties in transferring ideas from their native language into the target language. In addition, English and Indonesian languages have

different grammatical system or rule. Consequently, there is no guarantee that the students who have good writing skill in Indonesian will also have good writing skill in English. Many students still find difficulties in writing subject even though English is always stated in every curriculum.

Nowadays the English material is given on the basis of different types of genre. Genre is a type of text which functions to make an effective text. Genres which are usually taught at school are descriptive, recount, report, narrative, hortatory, and argumentative procedure. Writing an English text, especially a descriptive text is not easy. Descriptive text describes a particular person, place, or thing. Descriptive text consists of identification and description. Identification is identifying phenomenon to be described. Meanwhile description is giving information about specific participation. Descriptive text focuses on specific participants, use of nominal groups, and simple present tense.

The language feature of descriptive text is using attributive and identifying process, using adjective and classifiers in nominal group, and using simple present tense.

In vocational high school curriculum, a descriptive text is a material which is learned at the tenth grade. But most of students usually faced the difficulty in writing descriptive texts. Students' capability in writing descriptive text is influenced by many factors. One of the factors is writings' complexity. Most of students are weak in using tenses when they are writing a text. Even though the tense which is used for this text is only Simple Present Tense, most of students cannot use it correctly. Vocabulary also takes an important role in writing descriptive text, but most of students also have only a little vocabulary that they know, so it makes writing a descriptive text too difficult for them.

The researcher has two reasons why she is interested in doing this research about a descriptive study on students' ability in writing descriptive text. The first reason is that the researcher has ever done her teaching internship at the tenth grade of SMK N 8 Surakarta and found that most of

students in the class could not make a descriptive text or even for writing a sentence. The students also faced some difficulties in writing the text. The second reason is that the tenth grade students usually have a less vocabulary and comprehension about tense in writing text.

Based on the previous explanation, the writer is interested in investigating a research entitled **A Descriptive Study on the Ability of Writing Descriptive Text of the Tenth Grade Students of SMK N 8 Surakarta in 2017/2018 Academic Year.**

## **B. Problem Statements**

Based on the previous background of the study above, the focus of this research can be formulated as follows:

1. How is the students' writing ability of descriptive text of the tenth grade of SMK N 8 Surakarta in 2017/2018 academic year?
2. What are students' difficulties in writing descriptive text?

## **C. Limitation of the Study**

This study is necessary to limit the scope of the study only on the tenth grade students' ability in writing descriptive text at SMK N 8 Surakarta in 2017/2018 academic year, including their ability in using the right grammar, spelling, and punctuation on their text.

## **D. Objectives of the Study**

This research aims to describe:

1. the students' ability in writing descriptive text by the tenth grade students of SMK N 8 Surakarta, and
2. the problems faced by the tenth grade students of SMK N 8 Surakarta in writing descriptive text.

### **E. Significance of the Study**

In this research, the writer presents the significance of the study. The writer hopes that her work is significant both theoretically and practically.

1. Theoretically
  - a. The result of this study gives the input to the teachers in constructing appropriate learning process especially in teaching writing.
  - b. The result of this study will help the students in solving their problem or difficulties in writing class.
2. Practically
  - a. The result of this study will be helpful for English teachers to know their students' writing ability of descriptive text, so that it can help the teachers in making an appropriate lesson plan.
  - b. The result of this study will be helpful for the English learners to know their ability in writing descriptive text, so that it can help the students in evaluating themselves and it can help them in developing their ability in writing descriptive text.

### **F. Research Paper Organization**

The researcher displays the research paper organization in order to make the readers able to understand it. The organization will be elaborated as follows.

Chapter I is the introduction. The researcher introduces the research, begins with a wide explanation of how and why the title was chosen. This chapter consists of background of the study, problem statements, objectives of the study, significance of the study, and research paper organization.

Chapter II is the review of related literature. This chapter will include previous studies, the explanation about language learning, the notion of writing, component of writing, types of text, the explanation of descriptive text, and writing descriptive text.

Chapter III is research method. This chapter consists of type of the research, subject and object of the data, data and data source, methods of collecting data, techniques for analyzing data, and data validity.

Chapter IV is the result of the study. This chapter consists of research finding and discussion about students' ability in writing descriptive text.

Chapter V is conclusion and suggestion toward the whole research that has been done by the researcher.