

# CHAPTER I

## INTRODUCTION

### A. Research background

English language is an international language widely used in international communication, both written and oral. English language is one of the foreign languages taught in Indonesian schools. The Indonesian government recognizes the importance of English language and teaches English as a compulsory foreign language subject in formal education from secondary school to university level. It is necessary to learn in all fields such as education, science and technology.

In learning English, there are four skills that should be mastered. Listening, speaking, reading, and writing. According to Harmer (2001), writing is a basic language skill that is as important as the other language skills: speaking, listening and reading.

Language ability is something that must be mastered by students. This language skill is integrative. So the four language skills are interrelated. These skills are listening, speaking, reading and writing skills. Language skills necessary for writing students. According to Tarrigan (2003) writing skills really help students broaden their horizons, deepen their thoughts, deepen understanding, anticipate difficulties that arise, and build experiences. No, the other three language skills (listening, reading and speaking) are not important, but writing is one of the most important skills a student should have. More students need to practice their writing skills.

Writing is a communication activity in the form of writing that is conveyed to other parties. According to Dalman (2015) writing activities have implications for several elements, namely, the writer as the sender of the message, the content of the message, the media used and the sources.

The four basic skills in English are related to one another. For example, when you want to write, start with other activities such as reading. Writing and reading are like his two pennies to give each other. Writing skills are impossible without reading habits, because reading increases knowledge and perception. Writing includes several components of language: spelling, grammar,

vocabulary, and punctuation. This is from Based on Harmer (2004) "Writing is often not as time bound as conversation. When writing, students often have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference materials to help them." The students have to use correct diction, grammar and spelling words especially in written texts, that's why writing is not easy.

In terms of writing skills, students are required to understand and have a great interest in learning to write texts. as according to Nunan (2003) states that the most difficult task in learning a language is to write sentences that are coherent, fluent and long, even more difficult for language learners. and Students have little interest in learning to write and are unable to formulate their ideas using the correct use of language, vocabulary and punctuation to organize English sentences into readable and acceptable text. Observations show that there are many problems that can prevent students from writing good essays. Students experience difficulties in writing texts. Firstly, they don't have enough ideas to write texts, they copy texts from the internet and falsify them, committing plagiarism. Students are not able to develop ideas based on their thoughts about paragraphs. Second, students do not know how to express ideas in a series of sentences and organize them into chronologically related paragraphs. They lack the ability to use proper vocabulary and grammar. With the hotfix, we found that students were having problems using correct spelling and punctuation. Some of the previous problems were exacerbated by class activities where writing class was considered a boring class because learning only took place in class.

Writing is also very useful both in education and in social life, it is very much needed as a means of communication and other things According to the theory of Suparno and Yunus (2003), writing uses written language to express ideas, concepts, feelings or opinions. Writing can be interpreted as an activity (communication) conveying messages through written words. Written communication has four elements: the writer as the sender of the message, the content of the text, the media as the article, and the reader as the recipient of the message. Based on my experience,

So in this study, researchers observed students' writing skills when writing essays and paragraphs. The researchers scored the descriptive text using a pictorial method that had students write paragraphs and illustrate events using

pictures. Using this method is expected to increase students' enthusiasm for the English learning process and understanding of writing skills. Pardiono (2007), descriptive text is said to be derived from Latin descriptions that describe something. And Pardiono defines it, in plain words, as a kind of essay describing a state or actual situation through the five senses.

In writing there are several forms of text and each has a different function. According to Lamuddin F (2012), typography can be classified into several types. (1) Descriptive essay is essay to emphasize the pictorial aspect of the object as it really is. (2) A narrative essay is a form of writing that attempts to create, tell, or piece together a deep human storyline, chronological or temporal events. (3) An expository essay. Discourse is intended to tell, skin, describe, or explain something. (4) Controversial essays are meant to persuade readers to accept or adopt certain doctrines, attitudes, and actions. (5) Persuasive essays are intended so that the reader believes, believes, or convinces the reader about what is conveyed either in the form of facts, general attitudes, opinions, or own thoughts and feelings.

The first problem is that students write incomprehensibly because the content of the composition is not related to the topic, the ideas are not clearly formulated, or the ideas and sentences are poorly structured. The second problem is that there are many errors in vocabulary, grammar and spelling. Another problem is that students are not motivated and interested in completing assignments because the writing activity is not interesting. Students are usually asked to write sentences and paragraphs without any guidance, which makes it difficult for them to express their thoughts on paper.

So in this study, researchers observed students' writing skills when writing essays and paragraphs. The researchers scored the descriptive text using a pictorial method that had students write paragraphs and illustrate events using pictures. Using this method is expected to increase students' enthusiasm for the English learning process and understanding of writing skills.

There are several ways to train your students' writing skills and motivate them to engage in English learning activities. Some of these methods make it easier for students to form simple sentences, so they guide students to plan ideas before writing and learn basic language to check spelling as they write. In this case, students can find the correct spelling as they write, and regular practice helps students form sentences, develop the ability to better understand

what each student has written, and know students' writing skills. Shows the results of writing to others for the sake of By training and observing students' skills, the researchers in this study asked students to create descriptive texts, train them, and see the results of their writing skills.

Descriptive text is text that authors use to visualize what they are writing. Descriptions are used to describe a particular thing/object, place, or person. Instructional text is completely different from other types of text. Description text is text that describes something. Mahsun (2014), descriptive text is a text that has a social purpose to describe an object or objects individually based on their physical characteristics. Descriptive text is also writing that describes or describes something that the author will reveal, so that the reader or listener seems to see for himself the object being discussed, even though the reader or listener has never witnessed it himself. In writing activities, many students are unable to understand the form or structure of descriptive text and understand the linguistic elements of descriptive text.

Description text is a type of text that contains content. A clearly stated case description. The descriptive text is written in English in which the author describes the object. In text, objects can be concrete or abstract objects. It can be a person, an animal, an object, or a place. Descriptive text is text that contains two components: identifying and descriptive.

in this descriptive text sentence the researcher is able to describe an object or individual, according to Kosasih (2014) Descriptive text is a text with a social purpose that describes an object or individual object based on its physical properties. Descriptive text is also a sentence that explains or explain something that is disclosed to the author so that the reader or listener sees the object being discussed, even though the reader or listener has never seen it separately. In writing activities, many students are unable to understand the format and structure of descriptive text and are unable to understand descriptive text

In this study, the researcher observe students ability to compose essays and paragraph sentences, researchers used a drawing method that uses pictures to form paragraph sentences and to illustrate events. Using this method is expected to stimulate students' enthusiasm for the process of learning English and understanding their writing skills.

In this study, the researcher will analyze the ability to write descriptive texts for class VIII students of SMP 1 SEPUTIH MATARAM.

**B. Problem formulation**

Researchers answer this question based on their research background..

1. Analyze how students' ability in writing descriptive text?
2. What is the biggest mistake students make when writing descriptive texts?

**C. Research Objective**

Purpose of research the main purpose of the research :

1. Analyze students' ability in writing descriptive text.
2. Analyze students dominant errors in writing descriptive texts.

**D. Research Limitation**

In this study, researcher need to draw boundaries to clarify the issue. The researcher focuses on writing descriptive texts by her 8th grade students at SMP.

**E. Research Benefit**

1. for teachers

The results of the study can show students' ability to write descriptive texts, so that in the future the teacher knows what strategies to use when learning to write descriptive text.

2. For students

The results of this research can guilt students and motivate them to learn how to write descriptive text.

3. for researchers

The results of this study show what mistakes students make when writing descriptive text. By analyzing the students, the researcher can learn more about their average English ability, and it can also be a reference for the researcher to find the best way to teach English.