

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

According to the observation that the researcher had done before, writing seemed difficult to be mastered by the students because the result of the learning writing was un satisfaction. Nunan (2003) stated that the most difficult task to do in language learning is to procedure a coherent, fluent, extended a piece of writing, which even more challenging for second language learners. The students had low interest in learning writing and lack ability when write their ideas with the used of correct language used, vocabulary, and functuation to compose English sentence into readable and acceptable text.

According to Siahaan and Sinoda, descriptive is also considered as a text, is a paragraph in which a researcher tries to picture out an object to his readers, its object can be anything, cither a concrete object or an abstract object. The descriptive text is usually in simple present tense. For example whn the people want to visit a place and ask other people then the other people explain about the place by mentioning the characteristics of the place in detail so the people can imagine and know the place. It mainly describes a palce.

One of the reasons is that when English is used as a scaffolding talk, the students are getting used to interact about descriptive text in their daily activities using the language. How does the teacher maintain classroom climate is built up by the pattern of interaction between teacher and students verbal exchang, asking questions, responding and reacting, and in beside. I choose this title because I m very like and also to make the observation how far the students ability on writing descriptive text.

According to Tompkins (1994) and Stanley (1988), descriptive text is as panting pictures with words. By reading a descriptive text, readers feel that they see the description just like the see pictures. The researcher is interested in analyzing and

focus on students in writing descriptive text the way developing their ideas, organizing ideas, grammar, mechanics and using vocabulary appropriately.

According to Eko (2017) stated that the process of describing is done through ordering their characteristics clearly, starting from naming them, classifying them, and dealing with their attributes, behaviors, functions, and so on, so that the readers or hearers can possibly notice what the researcher is writing about as if they could directly see it through their own eyes. In writing a descriptive text, the students must describe what they want to tell about, so the readers or hearers can imagine and understand the text clearly.

## **1.2 Statement of the Problem**

Based on the background of the study,  
the researcher raised two research problems as follows:

- 1.2.1 How is the students ability in writing descriptive text?
- 1.2.2 What are the problems faced by the students in writing descriptive text.

## **1.3 Objective of the Study**

Based on the research problems, the objectives of the study are:

- 1.3.1 To describe the student ability in writing descriptive text.
- 1.3.2 To find out the difficulties faced by the students in writing descriptive text.

## **1.4 Significance of the Study**

The researcher hopes that her research about ability on descriptive text will give some benefits for the researcher herself, the readers in general and the English education. This research is expected to give benefits as follows :

### **1.4.1 Theoretical Benefit**

The research has advantages for the reader. The researcher hopes that the result of the study can contribute more to the education, especially for the English

teacher in a way that they can notice students ability and difficulties in writing descriptive text.

#### 1.4.2 Practical Benefit

The result of this research can be used by the teacher in solving their problems in writing class.

1. The result will help the students in increasing their writing ability.
2. The result will give information to the reader in faced benefits of the writing skills in English and give more experience.
3. The result gives contribution in the English education.

### 1.5 Scope and Limitation

In this research, the researcher limits the study to make the research easier. The researcher describes about of the students' analysis ability on writing descriptive text, the problem that is faced mostly by all the students, and the implication in language teaching. The analysis ability on writing of descriptive text can be seen with the linguistic competence and discours competence. Aspects of writing consist of 2 kinds namely writing and descriptive text. The aspects of writing under scrutiny include spelling, punctuation, sentence structure and the use of paragraphs, and aspects of descriptive text use the present tense and adjectives that are describing, summing and clarifying.

### 1.6 Defenition of the Terms

In this section the researcher needs to use several methods related to the research topic in order to assist the reader in understanding the meaning of the descriptive text in writing as follows :

- 1.6.1 Ability is complete control of Knowledge (Homby, 1995:721).
- 1.6.2 Writing is a complete proses that allows researchers to explore thorough and ideas ,and makes then visible and concrete (Padiyono, 2006:101).

1.6.3 Descriptive text is a telling the reader how to describe and reveal a particular person, place or thing in the detail (Hammond, 1992).

1.6.4 The second year students are second class students of SMA Negeri Insana Barat.

### **1.7 Organisation of the Writing**

This research is sistematically organized in Five chapters, chapter one is Introduction, cover, background of the study, statement of the problems, objective of the study, significances of the study, scope and limitation, definition of terms, and organisation of the writing. Chapter two is Review of Related Literature of previous of study, theory of text. Chapter three, method of research deals with research design, subject of the study, instrument, technique of data gathering, and technique of data analysis,. Chapter Four is Findings and Disscussion. Chapter Five is Conclusion and Suggestion.