

CHAPTER I

INTRODUCTION

This chapter discuss about the background of the problem, the limitation of the problem, the research problem, the objective of the problem, and the significance of the study.

1.1. Background of the Study

As one of the most popular language in Indonesia, English has success made people interest to learn the language. Formally, there are four skills that exist in learning English, namely are reading, speaking, writing, and listening. The researcher focused this study is about writing skill. Writing known as the manifestation of language of the form of letters, symbols, or words (Daulay, 2016). For the learner who learned a language writing is very crucial.

There are two style of writing, creative writing and scientific writing. Creative writing is non-academic writing. This kind of writing is the art of composing something according to the author's imagination. In creative writing, the author only needs to follow their imagination, not tied to anything so the author can present whatever comes to their mind. Students in Indonesian school are required to learn how to compose a variety of text formats (Siahaan, n.d.). There are various of text that second grade of junior high school should be familiar with descriptive, recount and narrative text.

For some people writing is a funny thing, but for some others writing is a difficult to do. As Yoandita (2019) pointed some students believe that the most challenging skill in English is writing. When students write, it is though for them to find out a good idea. The majority of them write inappropriate sentences. Due to a lack of time, some students were unable to complete their writing by the deadline, concepts, and vocabulary.

In the classroom, the majority of the students believe that writing is difficult. It is because there are some crucial elements in writing, such as

vocabulary, spelling, punctuation, and grammar (Eni Ismayanti, 2020). Writing text is a challenging for students, particularly for junior high school students in eighth grade who are also learning several types of text, one of which is writing descriptive text. Students should to pay more attention to the details of the object to describe with the appropriate structure.

Linguistics (language use and vocabulary), psychology (content aspect), and cognitive difficulty, according to Kristiana, Yunita, Syahrial (Kristiana et al., 2021), are the major categories that make writing difficult (organization and mechanics). Grammar, vocabulary, language use and sentence choice are problems in linguistics. Because there is no direct engagement or input from the reader when they are writing, the psychology difficulties are about the writer's difficulty. Then, spelling, punctuation, capitalization, and paragraphing, are all aspect of cognitive impairments.

Descriptive text is one of curriculum in English learning in Indonesia. It is taught starting on seventh grade in junior high school and continued until the eighth grade. Descriptive text is a text that describe every particular thing, place, picture, person, and anything. Students who learn English must understand the descriptive writing genre. A descriptive paragraph according to Meisuri (2013) is a paragraph that vividly depicts a person, place, or thing in such away the reader can visualize the topic and can enter to the writer's experience. In fact, not all students can compose a descriptive paragraph appropriately and in accordance with the descriptive text's existing parts. Teachers of English have already done a good job of teaching the topic to the students, but sometimes they still struggled to write descriptive paragraphs.

Based on the studies of the problem the researcher state above, it can be conclude that there are still many students got the difficulties when trying to write a descriptive text especially in eighth grade of *SMP Darussalam Medan*. Analyzing difficulties is an important thing for researchers to do because the results of the research on these difficulties can be used as an introspection

discussion for teachers and students to develop these skills, especially in writing descriptive text skills. From the difficulties experienced by students, teachers can think of ways so that students do not experience many difficulties in learning, improving the previous ways of learning or provide more innovative methods than before.

Many teachers consider themselves successful if the students' average score exceeds the predetermined completion limit. They fail to see that the average score does not necessarily reflect the success of the teaching process. Failure in learning is one of the consequences of learning difficulties, loss of time, energy and money also cost is the impact of learning failure. The loss is not only felt by the person concerned but also by the family and educational institutions. Therefore, efforts to prevent or at least minimize and also solve learning difficulties through the analysis of students' learning difficulties is an activity that needs to be carried out.

SMP Darussalam is a school where researcher carried out *PPL 3*, teaching practice at school. When carrying out the *PPL 3*, the researcher realized that indeed many students still had difficulties when they were given writing assignment. The researcher also conducted pre-observation and interview with the English teacher in SMP Darussalam Medan, who stated that there were still many students who struggled to write English texts for whatever reasons, and that some of their reasons they frequently cited were a lack of understanding of English and lack of vocabulary due to laziness to learn a new vocabulary.

Thus, the researcher interested to analyse deeply about the difficulties in writing descriptive text by the eighth grade of SMP Darussalam Medan.

1.2.The Limitation of the Problem

This research is limited to students in eighth grade at SMP Darussalam Medan who are learning English in the classroom, particularly descriptive text. The focus of this study is to analyse the student's difficulties in writing descriptive text.

1.3.The Problem of the Study

In conducting a research, the problem must be stated clearly so that the objective of the study to be meaningful. The following question expresses the study's problem:

1. What are students' difficulties in writing descriptive text?
2. What are the factors of students' difficulties in writing a descriptive text?

1.4.The Objective of the Study

To summarize the research background, this study will aim to achieve the following objective:

1. To find out the students' difficulties in writing descriptive text.
2. To find out the factors of students' difficulties in writing descriptive text.

1.5.The significance of the Study

The researcher expects the result of this study must be useful for:

1. Theoretically, this research gives information about student's difficulties in writing descriptive text by the eighth grade of SMP Darussalam Medan.
2. Practically, the researcher expects this research can be useful for many people, such as students who have been struggling in writing descriptive text. So, the students can confide about their challenges in writing especially in descriptive text. For the teacher of English are aware of their students challenging in writing descriptive text, and the researcher expect that this study will be inspire English teacher to help student and provide deeper understanding in writing descriptive text. the last but not least for the further researcher, may this study can be used as an additional source for further researchers who interest to conduct about the student's difficulties in writing descriptive text.