

CHAPTER I INTRODUCTION

A. The Background of the Study

Language is a communication tool which is using sounds, symbols, and/or words in expressing ideas or thought. Language is influenced by many factors such as culture, history and etc. That is why there are many languages around the world.

English is widely used in Indonesia as a foreign language. The government put English as a learning subject for students. Based on the curriculum 2013, there are four skills which students are expected to be competent in learning English, they are writing, speaking, reading, and listening.

To master English, every people must master four basic skills of English, namely listening, speaking, reading and writing. This study focused on the writing skills. Writing is one of the language skills that should be acquired in learning a language. Writing also means a process of communication that conveys ideas and opinion in a written form which suggests that the writer and readers should have similar understanding of what is written.

Writing skill is very important and most required in academic field. Students are expected to be able to express their idea through written form.

Harmer in Bachtiar (2013) states that writing can be a powerful process to discover meaning not only to transcribe an idea but also to translate writers' mind. English teachers are expected to be the facilitators in the classroom. They

should create a conducive climate in which the students can fearlessly exercise the language and acquire the competence in English.

Byrne in Tuan (2012) state writing is a process of encoding (putting your messages into words) carried out with the readers' expectation. There are some students find it difficult and got low scores in writing. It is discourage them to learn more about English. In that case teacher should be patient to teach the students about writing and teacher should give the solutions.

Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers. Writing is one of language skills which combine to process and productive skill that can be use to preserve thoughts, ideas, and speech sounds.

The writing is also the form of communication between writer and audience (Clark.2008). It is a complex process involving the construction of recorded messages on paper or on some other material. By writing students can write a letter to communicate with others when we are not at the same place or at the same time, but still can communicate.

Genres have the function to help the students understand the step involved in writing and recognizes the students bring the writing classroom contributes to the development of the writing skill (Badger and White,2000:153).

Genre analysis is the study of how language is uses within a particular context, Hyland K (1992). Genre differs in that each has a different goal and is structured differently to achieve those goals. The idea that there are different

varieties of writing is obviously not new and the teacher have always distinguished between descriptive, narrative, procedure, expositions and so on when setting in written work.

A genre has a particular schematic structure: a distinctive beginning, middle, and end. By analyzing how writers conventionally sequence material to achieve particular purposes, we can begin to describe characteristic schematic types and show how they are realized linguistically. This information can be used by teachers to provide models to develop students writing skill.

Writing has several genres; they are descriptive, narrative, procedure, report, exposition and so on. Descriptive is a paragraph that is used to describe a particular place, thing, and person in detail that the reader can easily visualize the describe place, thing and person or can feel that they involve in the experience, the situation, what people are doing and what people see. Descriptive text also can build the students' or reader imagination such as describing a particular person, place or thing.

According to Leksono (2009:80), descriptive text is fun and it makes students' writing more interesting to readers because the students use their words to help readers to "see" or to "visualize of people, places, or things". By using descriptive text, the readers can create their own picture of what those are written.

Writing descriptive text needs more attention because the students have to know the things that will be described in detail.

There are some types of text which are stated in Syllabus for High School or Vocational High School. One of them is Descriptive text. In the Syllabus

students are expected to be able to understand and know to write descriptive text. Descriptive text can describe about anything, for example students can describe themselves and their surrounding although it is still in a simple way.

There are some challenges and difficulties faced by students while learning writing skills. Based on the researcher observation on tenth grader at SMK N 1 Binjai, some students confess that writing is difficult to master. Difficulty in gaining idea, lack of vocabulary, and low grammar mastery are the main problems in writing English. English teacher of SMK N 1 Binjai admitted not all the students are able to follow the lesson. Based on interviews, students of SMK N 1 Binjai confessed that writing is more difficult because it requires them to think about their idea and then write the result of their thoughts into a piece of paper.

R: Hello, what's your name?

F: Fadia Ramadhani

R: Do you like learning english?

F: Not really, I think is very hard to master english

R: Do you have difficulty in writing?

F: Yes. I do. Its very hard to write a paragraph or a text.

R: So how about the lesson? Can you follow the lesson?

F: No, I can not follow. Beacuse i dont undrstand the vocabulary.

Researcher also compile students opinion on English Teaching Process, the researcher found that students found writing is the most difficult lesson. They found it difficult to write in English because they have to think more about

grammar and vocabulary. They admitted they mostly found hard to written word to a text.

Writing is difficult, because of that teacher need to be more creative to teach writing in English. Teachers should find some ways out to make students ability in writing better than before. The students have to be stimulated through interesting activities to make them interested in the class. Based on explanation above, it is suggested to do research on the Genre Based Analysis of Students' Descriptive Text in Tenth Grade Students of SMKN1 Binjai.

B. The Problem of the Study

The problem of the study is formulated as following:

“What kinds of difficulties that tenth grade students of SMKN 1 Binjai faced on writing descriptive text?”

C. The Objectives of the Study

In relating to the problems, the objectives of the study are:

“To find out what kinds of difficulties that tenth grade students of SMKN 1 Binjai faced on writing descriptive text”

D. The Scope of the Study

This study focuses on genre based analysis on students writing descriptive text on tenth grade of SMKN 1 Binjai. Descriptive text analyzed based on the generic structure and the language features of the text.

E. The Significance of the Study

Findings of this study are expected to be relevant and useful theoretically and practically. Theoretically, this research hopefully will be useful to increase knowledge about students' difficulties in writing descriptive text.

Practically, the findings of this study will be useful for:

1. English teacher, know about students' difficulties in writing descriptive text, so the teacher can choose appropriate teaching strategy in teaching descriptive text and the students able to write descriptive text in a good text.
2. English students, to improve their writing skill and strengthen their attention, so that writing is less difficult.
3. Other researchers who have intention to conduct similar research and interested to know the students difficulties.