

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Writing is one of the English language skills that have to be learned by the students. Therefore, it needs great attention not only from the teacher but also from the students. Writing is an action or process of producing and recording words in a form that can be read and understood. Through writing, we can communicate our thoughts, feelings, and the activity of thinking. Students can improve their ability in writing, because writing relates to the activity of thinking.

Brown (2001) stated that writing is a thinking process, because writing is a process of putting ideas down the paper to transform thought into words and give them structure and coherent organization. It means students need to learn writing to be able to express their idea, thought, and feelings in the best possible ways of writing.

However, writing becomes one of the most difficult skills. According to Rass (2001), writing is a difficult skill for native speakers and non-native speakers; because the writer must be able to write in multiple issues such as content, organization, goals, audience, vocabulary, and mechanics. So it can be concluded that writing is not easy if students do not know about the way of writing. The students have to know the correct writing and the way to write effectively.

According to Dirgeyasa (2016) there are nine indicators in writing descriptive text, which are: (1) introduce the topic clearly, (2) the content/idea of the text is line with the topic/title, (3) the writing makes sense/has clear message, (4) the generic structure meets the nature of descriptive generic structure, (5) all paragraphs flow cohesively and coherently, (6) the structural patterns follow the conventions of the English language with the descriptive text, (7) the vocabulary and word choice are correctly and properly used, (8) the words are correctly spelled, and (9) the mechanics are correctly and properly used.

Writing has become a necessary skill which should be mastered by students since it frequently determines their academic success. Based on Curriculum 2013, there are some genres of text in English that have to be learned by students in Senior High School. One kinds of writing texts that have to be mastered by students in first grade of Senior High School is descriptive text.

According to Dirgeyasa (2016), descriptive text is a text to describe or illustrate the object, person, or idea so that the reader can see the object, or person, or idea by his/ her eyes physically.

Based on the basic competencies in the first grade at senior high school about writing descriptive texts, students are expected to be able to communicate in English both in oral and written form related to famous tourist attractions and historical buildings where they are explicitly taught about the social functions, generic structures, and linguistic feature of the genres.

However, based on the preliminary data through an interview with the English teacher of the first grade of SMA Nurul Iman Tanjung Morawa, the researcher found the fact that students had low writing ability. When the teacher asked them to write about something, it was difficult for them to complete their writing because they still had difficulty to develop their ideas in writing and also still had difficulty organizing their writing. Most of them did not master English in grammatical aspects and lack of vocabulary.

The researcher also found that some of the students did not pass the minimum mastery criteria (KKM) in writing descriptive text. The minimum score is 75 but they got a score under 75 which means they failed. It showed that the teaching and learning of English in the classroom has not achieved the goals set in writing descriptive text.

A study by Yanti (2014) showed that the students' ability in writing descriptive text at the eighth grade of SMP N 3 Sawit in 2013/2014 academic year is fair. Based on the average score of five aspects in writing descriptive text, the writer found that the most problems faced by the students in writing descriptive text are mechanism and grammar. For example, the students' grammar in writing descriptive text at the eighth grade of SMP N 3 Sawit in 2013/2014 academic year can be seen that 9 students belong to Good category or 30%. There are 20 students belong to Fair category or 66.67%. There is 1 student who belongs to Poor category or 3.33%, and there is no student who belongs to Very Good category. The students' mechanism in writing descriptive text at the eighth grade of SMP N 3 Sawit in 2013/2014 academic year can be seen that 6 students belong to Good category or 20%. There are 17

students belong to Fair category or 56.67%. There are 7 student belong to Poor category or 23.33%, and there is no student belongs to Very Good category.

Another study conducted by Zulaikah, Agustina, & Muklas (2018) with the title Analysis Student's Ability in Writing Descriptive Text of Second Semester of English Educational Program at Stkip Nurul Huda Oku Timur. The result of their study showed that students' writing ability in descriptive text of the second semester of English educational program in STKIP Nurul Huda there are three out of five components (developing ideas, organizing ideas, and mechanic) were considered as the average level, grammar was considered as the good level and vocabulary was considered excellent.

Therefore, based on the background above, the researcher intends to analyze the first grade students' ability in writing descriptive text especially about famous tourist attractions at SMA Nurul Iman Tanjung Morawa. To describe the ability of the students, the researcher used the rubric adapted from Dirgeyasa (2016). This hopefully contributes to help the learning process of writing descriptive text so that students' writing abilities will get better in the future.

## **B. The Problem of the Study**

Based on the background above, the problem of this study is formulated as follow "How is the first grade students' ability in writing descriptive text at SMA Nurul Iman Tanjung Morawa?"

### **C. The Objective of the Study**

The objective of this study is to describe the first grade students' ability in writing descriptive text at SMA Nurul Iman Tanjung Morawa by using Dirgeyasa's rubric.

### **D. The Scope of the Study**

Based on the background above, this study is focuses on analysis how the first grade students' ability in writing descriptive text. There are some types of descriptive text, but in this study the researcher focuses on descriptive text about famous tourist attractions based on Dirgeyasa's rubric that consist of nine indicators to describe students' writing abilities. The level of students being studied is first grade students at SMA Nurul Iman Tanjung Morawa

### **E. The Significances of the Study**

The findings of the study are expected to be beneficial and be able to give a contribution to the improvement of effective English teaching and learning processes.

#### **1. For the teacher**

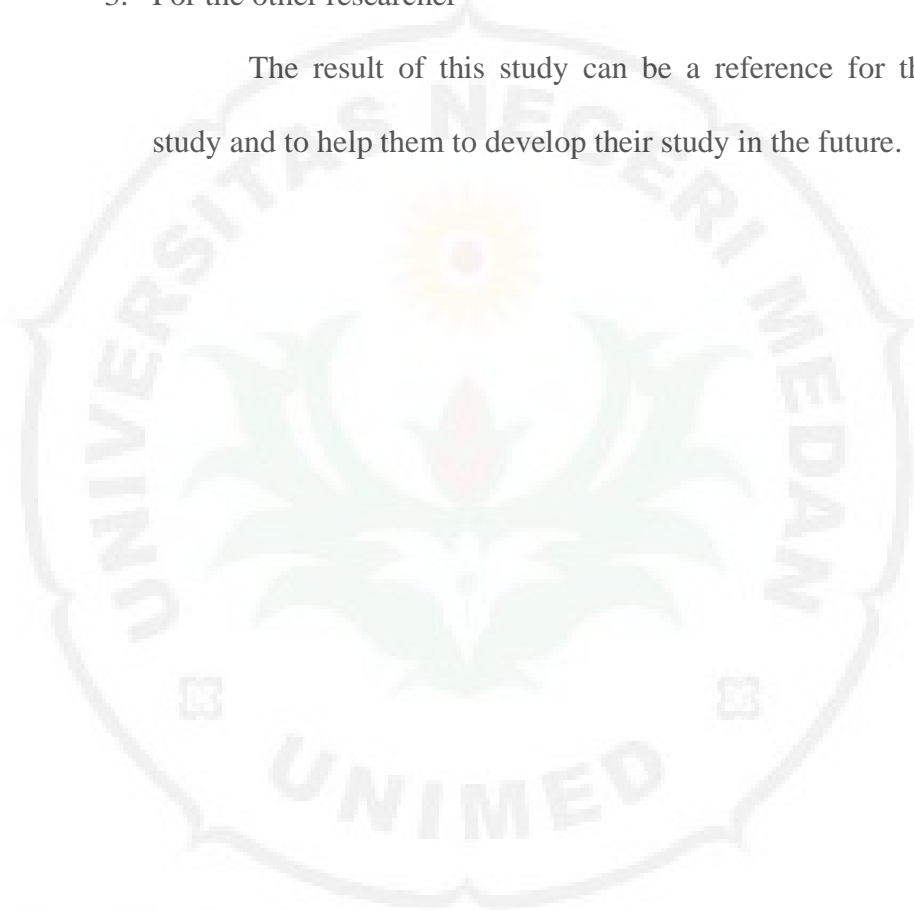
The results of this study will give them information about the level of their students' ability in writing descriptive text and give them the information about the need for students to develop their writing skill.

#### **2. For the students**

This study will help them to know about which aspect of their strength and weakness to improve their knowledge in writing descriptive text.

3. For the other researcher

The result of this study can be a reference for the other study and to help them to develop their study in the future.



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