CHAPTER I
INTRODUCTION

This chapter described introduction of the research. In this introduction, points such as background of the problem, focus of the problem, formulation of the problem, objective of the research and usage of the research are discussed.

1.1 Background of the Problem

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing become secondary media of communication, because through writing people can do the communication too. Writing is important, because communication not only spoken language, but also written language. There is example of stuff that people communicate writing is when people want give an ideas to another people, they write it into book, short story or article. Then, another people read it and know the ideas of the writer. It is implies that writing is very important as one media of communication.

Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. Although writing is important for us, there is some assumption that writing is difficult subject especially for the senior high school students. Students feel that writing is difficult subject because they must pay attention to many things (such as vocabulary, ideas, grammar, etc). There is another factor that make writing become the most difficult skill, writing have various kinds of text genres such as descriptive, recount, narrative, procedure and many more.
Descriptive text is one of kinds of text that learned at tenth grade. Descriptive text is a way of picturing something in speech or writing and of arranging those in some kind of logical or association pattern. Descriptive text is a text which says what a place, a person or a thing is like. In writing descriptive text, the generic structure comprises of two parts: 1) Introduction (the part of paragraph that introduces the character) and 2) description (the part of paragraph that describes the character). Knapp and Watkins (2005:95) stated that the genres of describing are one of the fundamental functions of any language system and one of the first skills emergent language users learn to control. They also stated that descriptions enable the categorization or classification of an almost infinite range of experiences, observations and interaction into a system that orders them either objectively or subjectively, depending on the learning area or intent of the writer.

Based on curriculum 2013, students at tenth grade are expected to master descriptive text. In learning descriptive text, there are basic competences as follows: analysis of social function, text structure, and language features of person, places, and famous historical places based on the context. In describing that, the students just focus on the character, attitude, and general things. For example: when the students describe about people, they just describe them in general using adjectives such as beautiful, thin, tall, friendly, etc. They did not mention about the details of human body (such as nose, eyes, lips, etc).

Students of tenth grade must master descriptive text in their course. In fact, many students in senior high school still have problem to write descriptive text. It is because when they are writing descriptive text, they must know the generic
structure and language features. Beside that, students must understand how to present the description to the reader. They also did not know how to develop the topic in good sentences, including descriptive text.

Another factor that makes students difficult in writing is that students feel bored to learn. They also do not understand what their teacher explained about descriptive text and they do not practice their ability in descriptive text. Furthermore, the students think that learning writing is very difficult. This assumption makes the students feel afraid and less motivated to study. As a result, most of students are confused and afraid to ask to the teacher about the points that they do not understand.

In Sekolah Menengah Atas Negeri 01 Kotabumi, Students at tenth grade consists of tenth classes. Then, the researcher chose X-Science 1 as the subject of the research. Based on the interview that the researcher has conducted at 6 February 2017 with the English teacher, students still have problems in writing descriptive text. It is because they lack of vocabulary. They also didn’t know how to use grammar. Besides, there are only a small percentage of students who are able to respond the teacher’s questions in learning speaking. Moreover, the student’s score in English can be seen in the following table.

**TABLE 1**

**STUDENTS MID SCORE OF X SCIENCE 1 IN SMA NEGERI 1 KOTABUMI**

<table>
<thead>
<tr>
<th>No</th>
<th>Range Score</th>
<th>Total Number Of Students of X Science 1</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30-38</td>
<td>9</td>
<td>27,2%</td>
</tr>
<tr>
<td>2</td>
<td>39-47</td>
<td>6</td>
<td>18,1%</td>
</tr>
<tr>
<td>3</td>
<td>48-56</td>
<td>4</td>
<td>12,1%</td>
</tr>
<tr>
<td>4</td>
<td>57-65</td>
<td>7</td>
<td>21,2%</td>
</tr>
</tbody>
</table>
Based on the data above, many students got score which is under minimum criteria (75). The researcher is inspired to analyze the students difficulties in studying English, with the hope that it is going to be one of efforts done to help the teacher find out the students’ difficulties in learning and practicing their English in writing.

This research aims to find out students’ difficulties in writing descriptive text. The researcher is interested in investigating students’ difficulties in writing descriptive text at the X-Science 1 Class of Sekolah Menengah Atas Negeri 01 Kotabumi academic year 2016/2017 for several reasons. First, writing is one of difficult skills in learning English. Second, X-Science 1 still has low score in English subject. Third, the researcher wants to find out causes affecting students’ difficulties in writing, so the teachers and the students will be a teamwork to solve this problem.

1.2 Focus of the Problem

Based on the background of the problems above, focus of the problem in this research are students’ difficulties and the causes in writing descriptive text at the X-Science 1 class of Sekolah Menengah Atas Negeri 01 Kotabumi Academic Year 2016/2017.

<table>
<thead>
<tr>
<th></th>
<th>Score Range</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>66-74</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td>6</td>
<td>75-83</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>7</td>
<td>84-92</td>
<td>3</td>
<td>9.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>33</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: SMA N 1 Kotabumi academic year 2016/2017 (English teacher)*
1.3 Formulation of the Problem

Based on the focus of the problem above, the researcher formulate the problem on the research as follows, “what are the students’ difficulties and the causes in writing descriptive text at the X-Science 1 class of Sekolah Menengah Atas Negeri 01 Kotabumi Academic Year 2016/2017?”

1.4 Objective of the Research

The objective of the research is to find out what the students’ difficulties and the causes in writing descriptive text are at the X-Science 1 class of Sekolah Menengah Atas Negeri 01 Kotabumi Academic Year 2016/2017.

1.5 Usage of the Research

The usage of the research can give contribution for teachers and next researchers, as described below:

1. For the teachers

This research is expected to give positive input to the English teacher in teaching descriptive text. They can understand their students’ problems in writing descriptive text.

2. For the next researchers

This research can be used as consideration source for next researchers who want to investigate the same problem in this research about students’ difficulties in writing descriptive text.