

CHAPTER I

INTRODUCTION

1.1. Background of the study

As a foreign language, English is an important language for students to learn in order to speak with friends, instructors, and even individuals from other nations. English is taught to Indonesian students in elementary school through high school. Every student ought to be proficient in English at every level. Students must acquire a few abilities, including speaking, writing, listening, and reading. Students must take ownership of the abilities and what they have learned because they are interrelated. In this case, the researcher focuses on writing skills. Writing is more interesting for students because it can increase student creativity, writing is one of the language skills that acts as a means of expressing ideas in written form for students in learning a foreign language.

One of the language skills that students must acquire when studying a foreign language is writing. Although it is difficult, there are many aspects needed to achieve the goal of writing. According to Richards and Renandya (2002), writing is not an easy skill to master. Many students think about writing as the most difficult skill to master. Writing is difficulties not just in terms of creation and organizing ideas into writing, however, in putting the concepts into a setting that is simple to read. Writing skills are very complex, one of which is the need to spell out punctuation, to pay attention to planning and organizing skills. Students in

Indonesian schools are expected to learn how to write many kinds of texts. For example, students have to learn several types of texts: recount, narration, procedure, news, and descriptive texts. This research focuses on descriptive texts.

A descriptive text is one that seeks to provide details about a subject or individual (Emilia, 2008). A descriptive text is any text that, by the use of captivating language, conveys an image or characteristic of a person, animal, location, thing, etc (Rass, 2001:98). Descriptive paragraph uses a simple present tense because the students will describe a fact or truth that is attached to something or someone. Students have difficulty in writing some specific types of texts, especially descriptive texts. In writing descriptive texts, the students are required to have a good command of vocabulary to give a clear description of something or someone. Students also complain that they can't find interesting ideas to write about, in other words, students don't find enough references. They will be perplexed about where to begin, having invested a great deal of effort in the planning stages. (Purwanti, 2016). They are unable to arrange their thoughts, and some of them are unable to generate any ideas at all. Due to this issue, children are uninterested in writing since they perceive it as a scary task.

Writing is one of language skills that students must learn because not all languages can be explained by spoken language but need written language. Even though students have been given some knowledge about grammatical rules, basically the students still do not understand and are not careful about the rules of grammar, spellings, content, and ideas and the use of good vocabulary when they get the assignment for writing. As mentioned previously, there are numerous previous studies that are relevant to this study.

The first research was conducted by Agustin, dkk (2022) and was titled "An Analysis of Students' Difficulties in Writing Descriptive Texts in the Tenth Grade of SMA Kristen Palangka Raya". They discussed the students' difficulties in writing descriptive texts and find out the causes underlining those frequent difficulties. This research uses the qualitative descriptive method. The research subjects were X MIPA students of SMA Kristen Palangka Raya who had difficulties when writing descriptive text. This research involved 17 students as the research subjects. The data of this research were the results of students' worksheets and the student's answers to the given questionnaires. The researcher employed a writing test and questionnaires to gain descriptive data. As a result, the factors that cause the students' difficulties in writing descriptive text were students' lack of vocabulary, difficulties to translate, and lack of competence in understanding English tenses.

The second research is written by Wahyumi (2019). It details the skills and challenges that students at SMPN 3 Bontonompo have when it comes to creating descriptive texts. This study employed a descriptive quantitative methodology. The tool utilized by the researcher was a writing test. In this study, second graders at SMPN 3 Bontonompo during the 2018–19 academic year served as the population. Thirty students from class VIII–3 comprised the sample, which was chosen using purposive sampling. The results showed that the pupils' descriptive text writing abilities were rated as extremely inadequate. In content areas, the pupils' writing proficiency was 2,63. It was rated as really subpar. There were 2,09 students writing in the organization. It was rated as really subpar. In vocabulary, 2,93 students wrote. It was rated as extremely inadequate. In grammar, 1,75 pupils wrote. It was rated

as extremely inadequate. The mechanics writing score of the pupils was 2,33. It was rated as extremely inadequate. Even though the pupils' writing challenges were Detailed object descriptions, a lack of vocabulary, and poor grammar proficiency make up the language aspects of descriptive texts. For most pupils, this makes it difficult to form sentences and spell words correctly. According to the findings, pupils' comprehension of writing descriptive texts is superficial. Based on Astiraningsih (2021) the result of research before Students encountered challenges in organization, vocabulary grammar, mechanics and content, with vocabulary rate 84%, grammar 84% then followed by content 83%, organization 82% and the last mechanics 77%.

While at MTs Muhammadiyah 06 Sugihan Solokuro Lamongan, the researcher discovered difficulties with writing descriptive text in learning. The English teachers will find their ability and difficulties. This is usually a result of students' weak ability to find interesting ideas. For example, they don't know on things to write first. Second, the students feel difficulty in creating a text related to the topic. Students also have a difficulty because of their vocabulary deficiency. It was difficult for students to choose the words. In addition, the students tended to feel bored and seldom attended the writing class.

Understanding these difficulties is crucial for educators to tailor effective teaching strategies, address specific learning needs, and ultimately enhance the overall learning experience for students. By delving into the underlying factors contributing to these challenges, this research not only offers insights into the educational landscape but also paves the way for targeted interventions aimed at improving students' proficiency in descriptive text comprehension. As a result, the

researcher is curious to examine how well and how hard pupils can write, especially descriptive texts.

1.2. Problem of the study

Considering the background above, the researcher formulated the research question as follows:

1. What are the difficulties students face at MTs Muhammadiyah 06 Sugihan Solokuro Lamongan?

1.3. The objective of the study

The researcher set the research objectives as follows.

1. To find students' difficulties in writing descriptive text at MTs Muhammadiyah 06 Sugihan Solokuro Lamongan.

1.4. Significance of the study

The following results are expected to result from this study:

1. In theory, this research aims to provide students with an accurate picture of the skills and difficulties in writing their descriptive texts. So that students' writing skills will increase.
2. Practically, this research is expected to provide a lot of information about the difficulties faced by students. In the future, Students will be using care when writing, and teachers of English can assist students in solving the problems faced by students.

1.5. Scope of the study

The research being conducted focuses on the skills and challenges that students have when writing descriptive text. It deals with content, grammar, and vocabulary.

1.6. Definition of key Terms

1. Difficulties

Another definition of difficulty is any emotional or learning issue that significantly affects someone's ability to learn. According to Cambridge Dictionary (2003), difficulty means the fact of not being easy to do or understand.

1. Learning

Learning has been described mechanistically as modifications to the organism as a result of experience, or functionally as behavioral changes brought about by experience. According to Lachman (1997), most textbook definitions of learning refer to learning as a change in behavior that is due to experience.

2. Writing Descriptive text

Writing descriptive text is an all-purpose text that can be used into another text. According to Husna (2013), descriptive text is a type of writing that includes an object's definition and its characteristics.