

CHAPTER I

INTRODUCTION

Basic Consideration

Writing is one of four basic skills besides listening, speaking and reading. It is very important in teaching and learning English. According to Brown (2001), writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. Besides that, to illustrate about the complexity and difficulty of writing skill, Nunan argues that good writing is a process of critical thinking to pour and express ideas into a written” (as cited in Styati,2010, p. 20). Brown (2007) also states that writing involves some language components, namely: content, organization, grammar, vocabulary, and mechanic.

Moreover, Brown (2007) mentions several arguments to show the importance of these components such as: first, content is necessary because to write well,the students should pay attention to the content of the topic like whether or not the topic is complete and clear and the details are relating to the topic. This regards to the organization of descriptive text, which consists of identification and description. Identification shows whether the subject of the text is complete or not whereas the descriptions arrange ideas with proper connectives. In addition, grammar is also one of the important components in writing which requires the students to write based on a correct grammatical rules like how they use simple present tense and agreement. The topic has to use a variety of word choice to make the students writing interesting. Moreover, the students should pay

attention about mechanics that consist of punctuation, capitalization, and spelling because it affects the quality of composition. In writing, it is obvious to the students write several kinds of compositions, namely: narrative, descriptive, procedure, recount, anecdote, etc. In this research, I would focus on descriptive text.

Descriptive text is a kind of text that is fun because the students can use their words to describe or see people, places, animals and others. Several researchers conducted regarding to the students' problem about their competence in writing descriptive text also unfold similar cases. According to Siburian (2013), students' ability to write descriptive text is very low because the learning method which is adopted by English teacher was a method that is not interesting to them. Likewise, I also found writing is more complex and difficult. Based on my teaching experiences during PPL 2 (Practice Teaching) at SMP Negeri 7 Gorontalo, writing a descriptive text is one of the topics give in seven grade of Junior high school, and there were some problems found in the field when I gave material to the students about how to write a descriptive text. When I asked the students to write a topic of describing people around them, I found no one could write well as illustrated below:

Firstly, the students' writing was not comprehensible. For example the content of the composition was not relevant to the topic, the ideas were not clearly stated, the ideas and sentences were not well organized. *Secondly*, there were many errors in vocabulary. For example, they were lack of knowledge of words, word forms and not understandable. *Thirdly*, frequent grammatical or agreement

inaccuracies often existed. *Lastly*, Students' compositions were dominated by errors spelling, punctuation and capitalization. So, based on some problems explained, I would try to understand about the students' problems in writing descriptive text, so I would also understand about the students competence in writing at school and try to convey this problems to students, teachers, school and readers as well.

The previous case was similar to my interviewing with some students when I teach at SMP Negeri 7 Gorontalo in PPL 2. In that interview, I gave students questions in connection with their situation in learning English, what their opinions of writing descriptive text, and their difficulty in writing descriptive text. Basically, students assume that writing was difficult task, so they got difficulties to cover the component of writing. No one could write English well. These difficulties are choosing appropriate vocabulary, organizing the structure properly depending on the topic or the purpose of writing, following correct grammar rules, and integrating their ideas.

Based on the phenomena previously explained, the researcher is interested to know the students competence in writing descriptive text comprehensively. The researcher chose descriptive text because it is also important for the researcher to know or to investigate the cause that makes the students found the difficulty in writing descriptive text. Thus, the researcher formulates the title of the research proposal into "*A Descriptive Study on Students' Competence in Writing Descriptive Text, a Research Conducted in Students VIII Grade of SMP Negeri7 Gorontalo*".

Problem Statement

Based on the previous background, this research intends to answer this question:

1. How is the students' competence in writing descriptive text at SMP Neg.7 Gorontalo?
2. What are the students' difficulties in writing descriptive text at SMP Neg. 7 Gorontalo?

Reasons for Choosing the Topic

1. It is important to know the students' competence thorough writing descriptive text analysis
2. In writing, the students are not interested to write a text. Therefore, researcher is interested to know what problems are faced in writing a descriptive text and issues correlate to the problems.

The Objective of Study

The objective of this research:

1. To findout the students' competence in writing descriptive text
2. To find out the student's difficulties in writing descriptive text.

Scope of the Study

This study deals with writing skill, especially writing descriptive tex.

Therefore, the scope of the study is a descriptive study on students' competence in writing descriptive text in VIII grade students in SMP 7 Gorontalo.

Significance of Study

There are several significances of this study. First, for the students, can arrange and make a descriptive text well based on the generic structure. Second, for the English teachers, this research can be used as a reference to understand the students' ability in writing descriptive text. The next significance for the further researcher is that doing a research in writing skill is good to be done because it will help us in improving our writing skill. The next advantage is that this study can give sufficient knowledge for the further researcher who is interested in applying a research on writing skill especially descriptive text.