

Chapter One

Introduction

This chapter talks about the introduction of this study. It deals with several points. Firstly, the background of the study which describes why the researcher chooses the topic. Secondly, there is statement of the problem. Thirdly, there is a delimitation of the problem. Then, the research questions and objectives of this research are also presented in this chapter. Last, the significance of the research describes the advantages of this study obtained by the readers.

Background of the Study

In Indonesia, learning English emphasizes the ability of students. One of the abilities learned by students is writing since it is very important to learn because writing as a means of learning science. Basically, many students are less able to write correctly. This has become a concern in the education community. In general, students are required to have good writing skills. Because it depends on the score of their exam. The exam can measure students to determine students' writing skills. Students get exams and assignments in the form of writing skills so as to determine the ability of the students' writing skills from the scores they get in the exams and assignments. The students do not understand many concepts to write. It happens when students do their assignments in their schools or other writing work. In school, there are four language skills learned. Writing is the one difficult skill to learn. Writing will be difficult to be mastered if students do not know how to write. If students want to create an article, students need to know how to write correctly and how to write effectively. It needs the special skill to

express the opinion of the writer or thoughts clearly. Students are required to learn different text types. One of types of the text is descriptive text.

According to Dewi & Huda (2020) stated that most English learners still have difficulty writing descriptive texts. This is due to several differences between L1 and English such as structural and grammatical terms and styles. Not only that, students also experienced difficulties in transferring meaning from Indonesian to English contexts order written results that can be understood by readers what causes students to produce several wrong sentences in their descriptive writing text (Ariyanti, 2016).

As we know from its name, descriptive text is used to describe a particular object, place, or person. Similar to Emilia (2011) as cited in (Nurlaila, 2013) who suggested that descriptive text is a type of text that has the purpose of giving information about something or someone else. In descriptive text, writers naturally describe the person, object, appearance, landscape, or phenomenon so that the reader can imagine and feel it. According to Lestari, Sudarsono, & Arifin (2015), descriptive text can be distinguished by its purpose, generic structure and language features. The goal in descriptive writing is to engage the reader attention, to create character, to set a mood or create an atmosphere or describe a place so that readers can create clear images of characters, places, objects, etc.

According to Ratnaningsih & Azizah (2019) suggested that students make mistakes because the context of interlanguage transfer which means the error occurs because mother tongue interference to the target language and then because of their language or intralingual transfer. Similar to Ismayanti & Kholiq (2020) found that

students have trouble in writing descriptive text. There was difficulty in generic structure, difficulty in grammar, and difficulty in spelling. While the factors that cause students' difficulties in writing descriptive text was a lack of proficiency in text production skills, a lack of knowledge related to the subject the content of the manuscript to be written, and the lack of interest in learning English. So, it is very necessary to recognize some common mistakes made by students, to help them improve their learning strategies in writing descriptive texts and improve their learning outcomes (Ratnaningsih & Azizah, 2019).

Despite a number of studies concerned with the students' strategies and difficulties in writing descriptive text, the issue of challenges in students' ability in writing descriptive text has not been sufficiently addressed. Based on the researcher's prior interview with English teacher at one senior high school in Yogyakarta, descriptive text is a challenging text. Generally, some students felt easy to write descriptive text, but most students said that they lack of ideas for writing descriptive text. Students should be able to choose the grammar and pay attention to the grammar structure when writing descriptive text. The next problem is vocabulary. Students are simply repeating the same vocabulary to the other paragraph. This means the students do not have much vocabulary mastery. Students should use various words or vocabulary when they write paragraphs.

The teacher gives some strategies and how to use some strategies to help students improve their ability in writing descriptive text. However, students should look for the most comfortable and suitable strategies for themselves to improve their skills in

writing descriptive text. That is an important reason why the study of students' strategies in coping their difficulty in writing descriptive texts at one senior high school in Yogyakarta needs to be done. In addition, this study will also be done to investigate the difficulties faced by students in writing descriptive text. The researcher chose descriptive text because descriptive text is special for tenth grade students because the descriptive text is taught in tenth grade students and they will be tested by writing a descriptive text. Based on the researcher's prior interview with English teacher at one senior high school in Yogyakarta, descriptive text has indeed been taught in junior high school. Even though it has been taught and descriptive texts are also re-learned in senior high school, but students are still confused and do not really understand the structure and grammar in writing descriptive texts.

Statement of the Problem

Students of one senior high school in Yogyakarta have been taught several subjects that use the descriptive text. In order to maintain the quality of the learning, most of the courses at tenth grade at the one senior high school in Yogyakarta have the strategies and difficulties in writing descriptive text. There might be some problems that in strategies used by students in writing descriptive text and the difficulties faced by students in writing descriptive text. The problem is students do not know their strategies to write descriptive text well. Students have the various strategies and difficulties in writing descriptive texts. So, the researcher will find strategies and difficulties experienced by students seen from the version of each student in writing descriptive texts.

Delimitation of the Problem

In this research, this research will focus on the students' strategies and difficulties in writing descriptive text. Firstly, the researcher will find out the strategies used by students in writing descriptive texts. Secondly, the researcher will investigate the difficulties faced by students in writing descriptive texts. The data will be based on the students' writing descriptive text and it is limited to the qualitative method using interviews as the data collection.

Research Questions

The researcher has proposed the research questions for this research. There will be two research questions. The questions are:

1. What are the strategies used by students in writing descriptive texts?
2. What are the difficulties faced by students in writing descriptive texts?

Objectives of this Research

Based on the research questions above, this research is intended to:

1. Find out the strategies used by students in writing descriptive texts in one Muhammadiyah senior high school in Yogyakarta.
2. Investigate the difficulties faced by students in writing descriptive texts in one Muhammadiyah senior high school in Yogyakarta.

Significance of this Research

The researcher hopes that this study will be beneficial for some parties such as the students, the teachers, and other researchers. The significance of the research is presented below:

For the students. Students understand and are more aware of the strategies they use when writing descriptive text and students can also find out the strategies of other students in writing descriptive text if they do not use the same strategies.

For the teachers. The existence of this research may become a consideration for teachers can teach various strategies in writing descriptive text to students, so that students do not only know one strategy in writing descriptive text.

For other researchers. By reading this research, other researchers can know the basic information for the students' strategies and difficulties in writing descriptive text. In addition, other researcher can also use this study as the references.