

CHAPTER I

INTRODUCTION

The first chapter explain the introduction of this research. The introduction contain research context, research focus, research objective, significance of study definition of key term, and previous study. This is so important to explain the reason for the research and to explain the focus to be studied in the research process. An Analysis of Students' Ability in Writing Descriptive Texts at the Eightgrade of Junior High School An Nusyur Aeng Panas Pragaan Sumenep.

A. Research Context

Learning English is a second language which is used as a compulsory subject for schools from elementary to the highest level. Writing is one of the skills that students must possess in Junior High School or Madrasah Tsanawiyah. By having the ability to write, students can communicate ideas and experiences to various parties. Besides that, students can improve and expand their knowledge through writing.

Analysis is a form of expository writing in which the writer separates the subject into elements or parts. When applied to a work of literature (such as a poem, short story, or essay), analysis involves examining and evaluating the details in the text, as in a critical essay.¹

Writing is a communication medium in the form of writing which contains ideas or ideas to be expressed by someone using both typed and handwritten

¹ <https://www.thoughtco.com/what-is-analysis-composition-1689091>

media.² Writing systems are not themselves naturally-spoken human languages (with the debatable exception of computer languages); they are a means of rendering language into a form that can be reconstructed.

By writing a person can express his thoughts and ideas to achieve its aims and objectives. Ability to write descriptive text can be achieved through a process of continuous learning and practice. As it is understood together that writing is one aspect of skill productive and expressive language. This writing ability can be achieved with a lot of intensive training and guidance because of its nature which is not theoretical. Teacher must also have good writing skills, in addition to be able to teach it. Teachers must really understand the nature of teaching writing in Junior High School.

The descriptive text is a layer containing uranium or an explanation of something that forms things, animals, places, and so on.

Writing in An Nusyur Aeng Panas Pragaan Sumenep is a primary sub-material for improving students' writing skills in junior high school. The purpose of this sub-material is to measure students' ability to analyze a variety of objects in the social environment, such as a person, a thing, a place, and so on. Despite the fact that descriptive learning teaches students how to organize information about specific objects, students can still produce high-quality writing that makes the reader believe the information was written by students.

Based on this results of observations made in Junior High School An Nusyur Aeng Panas Pragaan Sumenep, the ability to write descriptive texts is

² Schimel, Joshua, *writing science*, (New York, Oxford University Press, 2012) p. 4

still low. In delivering the material, they do not understand the correct way of writing. Even though the teaching techniques chosen and practiced by the teacher in the implementation of learning greatly affect student learning outcomes. The teacher only determines several titles/topics, then assigns students to choose one of the titles as a basis for writing. The researcher will attempt to formulate students' abilities in writing descriptive texts and how to improve writing descriptive texts of Junior High School An Nusyur Aeng Panas Pragaan Sumenep students by conducting a descriptive research study with the title: “An Analysis of Students' Ability in Writing Descriptive Texts at the Eightgrade of Junior High School An Nusyur Aeng Panas Pragaan Sumenep”.

B. Research Focus

In many qualitative research methods, the topic we want to address, investigate, or study descriptively or experimentally is referred to as the research problem or research focus. It is the purpose or focus of the researcher's research. Most of the time, it is a subject, phenomenon, or problem that the researcher is interested in and at least somewhat familiar with.³

The following research issues are based on the explanation of why the topic was chosen:

1. How are students' ability at the Eightgrade Junior High Schools An Nusyur Aeng Panas Pragaan Sumenep write descriptive texts?

³ Rajit Kumar, *Research Methodology*, (London: Edition Published, 2011), p. 44.

2. What are students' difficulties at the Eightgrade Junior High Schools An Nusyur Aeng Panas Pragaan Sumenep face when writing descriptive texts?

C. Research Objective

The research objectives are in brife what the research aims to achieve. The researcher summarizes what the researcher whats to achieve through the project and provides direction for the research. The research objectives must be attainable, that is, they must be framed keeping in mind the timeavailable, the infrastructure required for the research, and other resources. Before etabilishing a research objective, the researcher should read about all the development in the research area of the researcher and identify the knowledge that needs to be addressed. This will the researcher find a suitable goal for the researcher's research project.⁴

1. To find out the students' ability in writing descriptive text at the Eightgrade Junior High School An Nusyur Aeng Panas Pragaan Sumenep.
2. To analyze the students' ability in writing descriptive text at the Eightgrade Junior High School An Nusyur Aeng Panas Pragaan Sumenep.

D. Significance of Research

1. Students' needs: It is anticipated that the findings of this study will know the steps for writing, particularly descriptive text.

⁴ Gay, L. R. *Educational Research Competencies for Analysis & Application*. (Columbus: Charles E Merrill Publishig Company, 1981), p. 34.

2. For instructors: It is anticipated that this study's findings will contribute to an improvement in the quality of English language instruction, particularly in descriptive writing.
3. For additional specialists: It is anticipated that this study's findings will serve as a resource for subsequent research on the ability to write descriptive text.

E. Definition of Key Term

1. Writing

Writing is an expression/ idea that contains sentences with writing. Where writing has been applied since RA, SD, SMP, SMA, and in tertiary institution.

2. Genre Texts

Genre text is a group of text types where text usually has its own properties. Learning in genre texts, in this case the English language lessons are quite popular among the special students who are still on the bench are high school, high school, and or simple.

3. Descriptive Texts

Descriptive text is a communist-shaped piece of media that contains an idea of explaining things, animals, and others to replace someone's explanation directly.

F. Previous of Study

In her thesis, "Improving the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMPN 1 Piyungan," she found that brainstorming can improve students' ability to write descriptive

texts in order to encourage students to begin writing. Several researchers have written about writing descriptive texts. Before practicing their writing, brainstorming can help students bring their prior knowledge to the forefront. It helps them come up with ideas more quickly and gets rid of the anxiety that makes writer's block happen. Students may perform the writing task more easily if the method is used.⁵

According to Jaenuri's thesis, "The Effectiveness of Teaching Writing of Descriptive Text Using Tourism Object Video at the Tenth Grade Student's SMKN 1 Geger – Surakarta," researchers are able to draw the conclusion that the use of tourism object videos is extremely effective in enhancing students' writing abilities. According to the findings of the research, the use of video travel objects can be an alternative method for language learning, particularly for improving students' writing skills. It hopes to encourage language teachers to use video tourism objects when teaching English as a foreign language in the classroom, particularly when teaching English as a second language to vocational and senior high school students.⁶

Who thesis, "Improving students ability at writing descriptive text by using the learning cell learning strategy at the first year of MTs Yayasan Medan," Inda Susanti found that using the learning cell learning strategy improved students' ability to write descriptive texts. The purpose of the learning cell strategy is to inspire students and provide a simulation of

⁵ Utami, "Improving the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMPN 1 Piyungan" English community journal, (2018)

⁶ Jaenuri, "The effectiveness of teaching writing of descriptive text using tourism object video at the tenth grade student s SMKN 1 Geger – Surakarta journal of mathematic science and tecnology education (2014)

material mastery. In other hand, the learning cell is a powerful way for pair understudies to learn together. Additionally, this strategy is intended to prevent students from becoming bored, which prevents them from learning English, and to allow students to think creatively.⁷

Ana's theory differs from Ari's, which focuses on the rotation of applications to make efficiency increase writing ability, Jaenuri's, which uses tourism objects to improve writing skill, and IndaSusanti's, which applies learning cell strategy to appear motivation of students, resulting in students struggling to produce written text. The previous related research findings that the results of analysis researches above find out the similarities where conduct to application of several media to enhance writing skill of students. As a result, building on the preceding theory, the researcher investigates the students' descriptive text writing abilities and challenges.

⁷ Utami, *"Improving the ability in writing descriptive texts through brainstorming technique for grade VIII students at SMPN 1 Piyungan"* English community journal, (2018), p. 12.