

# CHAPTER I

## INTRODUCTION

In this chapter the researcher presents about background, statement of the problems, objectives of the study, significance of the study, scope and limitation.

### **1.1 Background of the Study**

Writing constitutes a foundational competency that facilitates individuals in articulating their thoughts, emotions, and knowledge across diverse contexts. Within academic environments, particularly for learners of English as a foreign language, the proficiency in effective writing is paramount for achieving success. Writing operates as a conduit for students to convey their ideas, ranging from the construction of simple sentences to the formulation of coherent paragraphs. The attainment of writing proficiency is indispensable for academic success.

As articulated by Rass in Ismail (2020), writing is perceived as one of the most formidable competencies for both native and non-native English speakers. It necessitates careful consideration of multiple dimensions, encompassing content, organization, purpose, audience, vocabulary, and technical aspects such as punctuation, spelling, and capitalization. Among the various genres of writing, descriptive texts hold particular significance, as they assist students in expressing their ideas in a vivid and imaginative manner.

According to Novita (2017) in her research, she indicates that students exhibit several challenges in composing descriptive texts. These challenges include: 1) content; 2) organization; 3) vocabulary; 4) grammar; and 5) mechanics. Students encounter a range of difficulties while writing descriptive texts. Firstly, the challenge of idea development arises, indicating that students struggle to articulate their thoughts clearly in

the text due to a lack of relevant information pertaining to the topic. Secondly, the issue of organizing ideas for the composition of a descriptive text is prevalent. A paragraph requires more than mere unity of thought; it necessitates a coherent organization or sequence. Students are required to arrange their ideas into well-structured paragraphs or texts, thereby ensuring that their writing remains comprehensible. To construct a descriptive text, students may organize their ideas by identifying the central topic and providing detailed descriptions related to that topic. Thirdly, students often experience difficulties with grammatical accuracy.

The act of writing constitutes an essential skill in the English language that holds significant value for individuals. In the realm of writing, it is imperative to convey our creative ideas to enhance the quality and engagement of the text for the audience. Writing is characterized as a cognitive activity aimed at articulating thoughts or emotions through a structured arrangement of sentences. It is often posited that writing represents a challenging skill that necessitates considerable focus and dedication. The assertion that writing is a complex skill to teach and acquire arises from its intricate requirements, which encompass grammatical, rhetorical, conceptual, and evaluative components. Within the educational context, writing serves as a fundamental subject that every student is required to engage with. Each student is expected to produce concise and cohesively organized paragraphs. Consequently, students in writing courses are typically tasked with composing straightforward texts, including narrative, recount, descriptive, procedural, discussion, review, spoof, and expository writing, as part of their writing assignments. Mastery of descriptive text constitutes a fundamental competency that each student may attain, particularly since descriptive writing is often the initial genre introduced in the curriculum. Ismayanti & Kholiq (2020) contended that the study and mastery of descriptive texts as foundational texts facilitate students' ability to compose in various other textual forms. It can be concluded that it is of paramount importance for

students to develop writing skills, particularly in the domain of descriptive texts. If students are proficient in crafting descriptive texts, it can facilitate their ability to write other forms of text without encountering significant difficulties.

As articulated by Ricketts in Yenni (2018), descriptive writing engenders vivid imagery of subjects through meticulously curated details intended to elicit sensory perceptions. This characteristic differentiates descriptive text from other literary genres, as highlighted by Hyland (2003), who underscores its distinctive emphasis on meticulous observation and fidelity in presentation. The narrative primarily utilizes the simple present tense to establish a sense of timeless representation (Tompkins, 2014).

Descriptive text provides students with the opportunity to represent individuals, locations, or objects in intricate detail, thereby facilitating readers' ability to visualize the described entities. This literary genre not only enhances linguistic competence but also fosters imaginative and creative capacities.

Based on the writer's experience during teaching practice (PPL) at SMAK Sint Carolus Kupang, many students had difficulty writing descriptive texts, particularly with grammar, vocabulary, and sentence structure. Motivated by these observations, the researcher aims to investigate the students' abilities and challenges in writing descriptive texts. Hence, the title of this research is: *"A Study on the Ability in Writing Descriptive Text of the Tenth Grade Students of SMAK Sint Carolus Kupang."*

## **1.2 Statements of the Problem**

Based on the background, the study was conducted to answer the following question what is the ability level of the tenth-grade students of SMAK Sint Carolus Kupang in writing descriptive text?

### **1.3 Objective of the Study**

Based on the problem above, the researcher states the objectives of this study as the following to find out the ability level of the tenth-grade students of SMAK Sint Carolus Kupang in writing descriptive text

### **1.4 Significance of the Study**

This study is useful for the researcher and English teachers teaching at the researched, school, and the students.

1. **For the Researcher:** To gain deeper insights into the process of teaching and assessing descriptive writing, thereby improving future teaching practice.
2. **For English Teachers:** To understand the students' strengths and weaknesses in writing descriptive texts, enabling better instructional strategies.
3. **For Students:** To help them recognize their writing abilities and identify areas needing improvement.