

CHAPTER I

INTRODUCTION

1.1. Background of the Research

In English language learning, there are four skills that must be understood. One of the important skills in teaching English is writing. Writing is a multifaceted activity that requires the utilization of several processes and methods. The three primary processes of writing include planning the content and delivery, transforming the plan into written form, and evaluating to improve the existing information (Daulay et al., 2023).

Writing is crucial in human life as it facilitates communication with others, particularly in the absence of their presence. Furthermore, writing may be utilized to articulate ideas, emotions, and thoughts, facilitating their dissemination to others. In addition to serving as a communication tool, individuals can get meaning from their intellectual resources and endeavors (Saifudin et al., 2020). Writing is seen as a challenging talent and a complicated recursive process that entails multidimensional knowledge, including grammar, genre, vocabulary, and metacognitive abilities (Amalia et al., 2021).

A description is an essay that vividly delineates things or occurrences, enabling the reader to perceive them through sight, touch, smell, and sound. This essay seeks to create an impression for the reader, enabling them to visualize the events occurring (Purbania et al., 2020). Descriptive text is a form of text that is employed by the writer or speaker to provide those who read or listen with a detailed

description of a specific person, animal, place, or event (Noprianto, 2017). In writing descriptive text, students do not only focus on one topic, but can choose other topics they are interested in explaining. In descriptive text, students can choose the subject they want to describe, which can be an object, a person, an animal, or a place. This will help them learn new vocabulary while writing descriptive text (Sa'adah, 2020).

Jayanti (2020) as cited in Gerot and Wignell (1994: 208), asserts that descriptive text has two general structures: identification and description. In identification, students will recognize the phenomenon or subject to be explained. During the description, students will carefully delineate the components, traits, and characteristics of the thing in question. Additionally, they elucidate the grammatical characteristics (linguistic aspects such as simple present tense, action verbs, and adjectives), vocabulary, and mechanics of descriptive literature. Concerning the aforementioned notion, there are some markers of English descriptive writing, specifically: generic structure (identification and description) and grammatical traits (linguistic characteristics such as simple present tense, action verbs, adjectives, vocabulary, and mechanics).

Student obstacles indicate the challenges faced by students during the learning process, which can hinder their ability to achieve optimal learning outcomes. Obstacles in writing descriptive text mean that students have difficulties in creating a descriptive text paragraph correctly. Obstacles in writing descriptive text can include aspects of linguistic, cognitive, and psychological aspects.

Several researchers have investigated students' obstacles in writing descriptive text, yet there remain unexplored aspects, particularly regarding the specific types of obstacles students make and the underlying factors contributing to these obstacles. Purnamasari et al. (2021) conducted research on the writing abilities of eighth-grade students using Heaton's five indicators: content, organization, grammar, vocabulary, and mechanics. While the research identified areas where students struggled, it primarily focused on assessing writing performance through scoring, without further investigating the specific types of errors students made or the factors influencing these difficulties. Similarly, Irine, (2020) conducted research on students' difficulties in writing descriptive text at SMPN 7 Palangka Raya, particularly in terms of generic structure and language features. Their findings indicated that students often misplaced elements of identification and description, leading to structural confusion. However, this research did not provide a detailed classification of the specific linguistic or mechanical errors made by students, nor did it examine the root causes of these difficulties. Meanwhile, Kasini, (2019) conducted research on grammatical errors in descriptive text written by seventh-grade students in Cimahi, categorizing errors into omission, addition, misformation, and mis-ordering. Although this research provides a useful framework for understanding grammatical errors, it does not explore the broader linguistic and cognitive challenges that lead to these mistakes. Furthermore, it does not address non-grammatical difficulties, such as issues in organization, coherence, and vocabulary selection, which also play a crucial role in students' writing challenges.

While previous research has contributed valuable insights, it remains limited in scope, as it primarily focuses on general writing obstacles or specific grammatical errors without fully investigating the factors that cause these issues. Additionally, these studies were conducted in different schools with distinct learning environments, such as SMPN 16 South Tangerang, SMPN 7 Palangka Raya, and a junior high school in Cimahi, whereas no research has specifically examined students' descriptive writing obstacles at SMPN 01 Bintan Timur. To address these gaps, this research aims to find out the obstacles faced by students in writing descriptive text at SMPN 01 Bintan Timur. By adopting a qualitative descriptive approach, this research aims to provide a more in-depth understanding of students' obstacles in writing descriptive text, offering insights that have not been extensively explored in previous research.

Moreover, according to the results of an interview with the English teacher who teaches seven grade students at SMPN 01 Bintan Timur, the following problems were encountered by the teacher: (1) students still used verbs inappropriately; (2) students often omitted verbs that should be in the sentence; (3) students still used adjectives inappropriately; (4) and students also still did not understand how to compose correct sentences in accordance with grammar and sentence structure. Based on the background and problems above, as well as the need to know the obstacles faced by seventh grade students at SMPN 01 Bintan Timur, especially in writing descriptive text, the researcher decided to conduct research entitled "Students obstacles in writing descriptive text at junior high school."

1.2. Identification of the Problem

Based on the explanation above, the researcher identifies problems that can be formulated as follows:

1. Students still used verbs incorrectly.
2. Students often omitted the verbs that should be in the sentences.
3. Students still used adjectives incorrectly.
4. Students still did not understand how to construct correct sentences in accordance with grammar and sentence structure.

1.3. Limitation of the Problem

This research focuses on analyzing the obstacles faced by students in writing descriptive text at SMPN 01 Bintan Timur. This research is limited to identifying the obstacles faced by students in writing descriptive text at SMPN 01 Bintan Timur.

1.4. Research Question

Based on the background information and the previously mentioned limitations, the researcher can formulate the research questions for this research.

“What obstacles do the students have in writing descriptive text at SMPN 01 Bintan Timur?”

1.5. Research Objective

This research aims to find out the students’ obstacles in writing descriptive text at SMPN 01 Bintan Timur.

1.6. Significances of the Research

The research is conducted with the aim of identifying the uses and benefits it can provide. The use can be categorized into the theoretical and practical aspects.

1. Theoretical Significance:

This research is important from a theoretical perspective because it provides an overview of the obstacles faced by students in writing descriptive text. This research contributes to existing knowledge by explaining the specific obstacles faced in this field.

2. Practical Significance:

a. English Teachers

This research has practical implications for English teachers, as it can help them to better understand the obstacles students face when writing descriptive text. This research can help teachers in developing more effective teaching strategies to improve students' ability in writing descriptive text, as well as in designing more relevant learning materials to support the development of students' writing skills, especially in overcoming the obstacles they often face when writing descriptive text.

b. Other Researchers

This research assists other researchers by providing actual data that can be used as a reference for future research on English training, especially when creating descriptive writing. This

research also offers an overview of research methods that can be used to analyze students' obstacles, which can serve as inspiration for similar research in other contexts or schools, as well as basic information to identify broader obstacles to English learning, enabling other researchers to find innovative teaching solutions.

In summary, this research adds theoretical knowledge about the obstacles in creating descriptive text while also providing practical benefits for English teachers and other researchers by improving teaching techniques and encouraging further research in this field.

1.7. Definition of Key Term

1. Writing

The process of generating, organizing, and expressing ideas in written form using appropriate vocabulary, grammar, and structure.

2. Descriptive Text

Descriptive text is a composition that describes an object in detail and clearly, allowing readers to visualize, hear, feel, or experience it directly.

3. Students' Obstacles

Student obstacles indicate the challenges faced by students during the learning process, which can hinder their ability to achieve optimal learning outcomes.