

## **A. CHAPTER I**

### **INTRODUCTION**

#### **1.1 Research Background**

Writing is the main basis for judging someone's learning and intellect. Writing can increase student competencies in communication and thinking skills. It also trains students to explain and refine their ideas, thoughts, or feelings (Aydoğan & Akbarov, 2014). These things represent that writing skill is very important in practicing communication (Finlayson & McCrudden, 2019). On the other hand, writing skills can be categorized as productive skills in teaching and learning process (Golkova & Hubackova, 2014; Helgesen, 2003). It means there will be a product (paragraph, text or essays) at the end of the writing activity. Based on Boardman & Frydenberg (2008), there are three components in making a good paragraph: coherence, cohesion, and unity. Hence, the writer must pay attention to these three components to produce a good paragraph in writing.

According to the Regulation of the Minister of Education and Culture of Republic Indonesia No. 35 of 2018, English subject in the Junior High School is regulated by the 2013 Curriculum or called *K-13*. Based on the 2013 curriculum syllabus, learning writing at Junior High School is indicated by seven writing

indicators, namely 1) an appropriate text's title, 2) a concise topic sentence, 3) a cohesive development of the topic sentence into a paragraph, 4) a coherent arrangement of the topic sentence and its supporting sentences, 5) grammatically correct sentences within the paragraph, 6) appropriately use of dictions, and 7) appropriately apply writing mechanics as mentioned in the Regulation of the Minister of Education and Culture of Republic Indonesia No. 58 of 2014. Those seven writing indicators are also the basic evaluation for teachers in assessing students' writing skills.

According to the 2013 syllabus, there were several kinds of texts taught to 7th-grade students, one of them namely descriptive text. This type of text is used to teach writing skills, where the general topic of this text is the description of a person, animals, objects and procedures. During the preliminary observation in *SMP Negeri 2 Sawan*, the students wrote short descriptive paragraphs consisting of five sentences in each paragraph. The students' writings were analysed, they were not able 1) to determine suitable texts' titles (22%; n=32, 7); 2) to write a concise topic sentence (16%; n=32, 5); 3) to develop the topic sentence into a cohesive paragraph (22%; n=32, 7); 4) to arrange the topic sentence and its supporting sentences into a coherent paragraph (16%; n=32, 5); 5) to construct grammatically sentences within the paragraph (16%; n=32, 5); 6) to use appropriate spellings and word meanings (12%; n=32, 4); and 7) to apply the writing mechanics correctly (6%; n=32, 2).

Descriptive text was chosen based on several considerations. First, the researcher considers the use of grammar that is used in descriptive text, i.e., the use

of simple present tense. According to Taslim (2016) simple present tense is a kind of tense that is mostly used in daily life communication. So, learning the simple present tense can help students to practice their English communication in daily life. Second, in the 2013 curriculum, descriptive text is the first kind of text taught in secondary level, especially for writing skill.

Previous research studied writing in Junior High School which focused on grammatical errors. For example, Kasini & Pusparaini (2019) studied the students' grammatical errors in writing descriptive texts. The students had committed errors in the use of grammar when they produced descriptive texts. It was due to the Indonesian and English structures, which have a different grammatical system. On the other hand, Aperocho (2017) studied the students' grammatical errors in writing English based on the syntactical errors at University of Mindanao. The most common difficulty on the grammatical aspect consists of the verb aspect such as tenses, subject agreement, auxiliary and linker choice, then continued by spelling and punctuation difficulties. Previous research more focuses on analysing grammar aspects, while in the 2013 curriculum there are other aspects that are also important and need to be considered in achieving the learning objectives.

This research was study on the students' difficulty in writing descriptive paragraph at *SMP Negeri 2 Sawan*, especially on the 32 students in the 7G class. The focus of this research was not solely on errors analysis and grammar. This research was analysed students' difficulty in writing descriptive paragraph viewed from the seven writing indicators. They were 1) text's title – an attribute used to provide additional information about the paragraph; 2) topic sentence – the most

important part in writing paragraph. Topic sentence is a crucial sentence in a paragraph, it used to helps organize the paragraph; 3) development of paragraph – main idea will appear in a topic sentence, sometimes writer may need more than one sentence in expressing their main idea in the paragraph; 4) arrangement of sentences – ordering sentences coherently into a paragraph; 5) grammar – the rules that applied correctly in the sentences; 6) diction – words with correct spelling and usage; and 7) mechanics – the conventions governing the technical aspects of writing, including spelling, punctuation, capitalization, and abbreviations. The texts used in this study was focused on descriptive text only. It describes a person, animals, and procedure. It also engages five senses of reader to raises sights, sounds, smells, tastes, and feel.

## **1.2 Problem Identification**

Refers to the statement that has been raised in the research problem above. The researcher has carried out preliminary observations by asking students to write one descriptive paragraph with a minimum of 5 sentences. Students were asked to write a title, topic sentence, developing their paragraph, arrangement of supporting sentences, grammatical sentences, usage and writing mechanics. There were seven problems identified during the preliminary observation on 32 students of 7G class at *SMP Negeri 2 Sawan*.

1. Students was difficult in choosing suitable title (22% ; n=32, 7),

2. They were difficult to write a concise topic sentence (16%; n=32, 5),
3. They were difficult in developing the topic sentence into a cohesive paragraph (22%; n=32, 7),
4. They were difficult to order the topic sentence and its supporting sentences into a coherent paragraph (16%; n=32, 5),
5. They were difficult to construct grammatical sentences within the paragraph (16%; n=32, 5),
6. They were difficult to use appropriate spellings and the word meanings (12%; n=32, 4),
7. They were not able to use writing mechanics correctly (6%; n=32, 2).

### **1.3 Research Limitation**

This research was conducted at *SMP Negeri 2 Sawan*. The focus of this research was analysing students' difficulty in writing descriptive text viewed from the seventh writing indicators based on the 2013 curriculum. The research has been conducted at 7G class in the seventh-grade students in the academic year 2021/2022. The text used in this research was limited only to the descriptive paragraph with three different specific topics, namely descriptive paragraph of person, descriptive paragraph of animal and descriptive paragraph of procedure.

#### 1.4 Research Questions

1. What are students' difficulties in writing descriptive paragraphs, analysed from the writing indicators in *SMP Negeri 2 Sawan*?
2. What are the sources of students' difficulties in writing descriptive paragraphs, analysed from the writing indicators in *SMP Negeri 2 Sawan*?

#### 1.5 Research Objectives

##### 1. General Objective

The general research output in this study was to identify and analyse the student's difficulty and sources of students' difficulty in writing viewed from the seven writing indicators that were committed by seventh-grade students in the *SMP Negeri 2 Sawan*.

##### 2. Specific Objectives

The specific objectives are:

1. To identify and classify students' difficulties in writing descriptive paragraphs viewed from the seven writing indicators in *SMP N 2 Sawan*.
2. To identify and explain sources of students' difficulties in writing descriptive paragraphs viewed from seven writing indicators in *SMP N 2 Sawan*.

## **1.6 Research Significance**

### **1.6.1 Theoretical Significance**

The findings of this research considered the students' difficulties and sources of difficulties faced by students in writing descriptive paragraphs. It could be used as guidance in overcoming the students' difficulties in writing descriptive text. The research findings could be used to learn a system of rules from the language data for which they are exposed to.

### **1.6.2 Practical Significance**

This study is expected to give a significant contribution to:

1. For the students

The result of this research can be used to improve students' writing competency in English and specifically can improve student's competency in writing descriptive text of person, animal, and procedure.

2. For EFL teachers

The result of this research can help teachers in knowing students' difficulties in writing a text, so it can be used as a guidance for teachers to understand and present appropriate things in teaching English to the students.

### 3. Future researchers

The result of this research can be used as a reference for who is excited and has a similar topic in analysing students' difficulties in writing.

