

CHAPTER I

INTRODUCTION

1.1 Background of Study

In the current era, the language not only as a means of interaction but becomes a medium to convey the idea of mind, and the degree of someone's imagination. In practice, the language can not be enforced by any human being to master but only to understand. The language in written form in the form of delivery of the imagination of thought called descriptive text. To convey the imagination of descriptive text writing in English language must master the structure of writing, aspects of writing, descriptive text elements and the validity of the text so that it becomes good text.

Research in general, researchers structure the study of descriptive text writing based on what coercion researchers want, not what they think easily so they can be mastered. The research has the potential to only look for student errors to be further investigated. This is not wrong, but this is a research that is very risky to cause failure. This failure occurs because in Indonesia generally use Indonesian and English are Universal languages, but that does not mean we have to master the

Universal language. these errors make researchers want to examine the ability of students to write descriptive text based on what they think, so that it can be actualized in written form.

A language is a tool that humans use to communicate with other humans and resources for social life. With the language, we can know everything. when thinking, when humans process ideas also use language, it can also be said that a language is a tool of thinking. Language, when viewed in terms of cognitive function, can be said that a language is a tool of thinking, expressing thoughts, and understanding the mind. In languages, especially Indonesian, there are four main abilities, namely listening, speaking, reading and writing. Based on these four abilities, writing is the most difficult ability which requires other abilities to reach the advanced level. In order to be able to write systematically, we must also be systematic listeners, speakers, and readers.

Writing is one of the English skill that so important to the students. It can be concluded that the writing work of students can symbolize most of students' ability in developing their ideas in written form. "In practice, the results of writing are very important for the students in the development of ideas in real terms", (Tarigan, 2012:7).

Writing is also part of the abilities taught in Indonesian language lessons. In language learning, writing skills are taught in detail and complex. Writing skills will not come automatically, but must continue to practice a lot in writing. Good writing has good flow, content, and language. In terms of flow, good writing has a regular and continuous flow of thinking. In terms of content, good writing contains

accurate and scientific information. From the language aspect, a good essay uses the correct spelling, varied diction, effective sentences, and unified paragraphs.

Harmer (2004:31) states that the language of writing activities is not time bound by conversation. Students often think more while writing than they do conversations orally. They can seek knowledge through what is known in their minds, see dictionaries, books or other references that can help them. So writing can encourage students' minds to focus when they write. This can improve students' ability to write in accurate language.

There are several types of writing that we already know for example descriptive writing. Descriptive text is a text that describes an object or other objects. According to Husna, et.al (2013:11) “ descriptive writing is a form of writing that is something very clear and detailed, so readers will be able to understand a thing very clearly. Descriptive text is text that one tries to explain in the form of a clear picture of what is meant in the picture. The description is used to describe an object/object, place, or person. Unlike the use of other types of text, descriptive text is a text that explains and describes something in detail.

From the explanation above, it could be concluded that descriptive paper consists of a description, the characteristics, the definition of something, the object or the person. In the structure of descriptive writing is very likely to know the ability of the students, because in the text of descriptive text students will be able to develop their skills and develop themselves in written form. There are two things about the structure of descriptive writing, namely identification and description. Identification is part of the text in which students can identify and explain

phenomena while descriptions are parts where students are able to describe parts, qualities and characteristics.

This study was conducted based on ppl at Langsa 1 Public Junior High School in March 2018. Based on the ppl, the researcher observed the existence of a chapter on lessons that discussed descriptive text writing. The researcher took the initiative to analyze how students understood the description text. Text description is text that describes objects based on what is seen and thought so as to form a unity. In the subject of students at SMP 1 Langsa, there are students' English lessons in a written description of what they like and describe the description in English. However, the limited understanding of students in the organization of writing description text and writing structure causes the written text description to be bad. Based on this learning, researchers how students understand the writing of good and correct description texts so that they become writings with broad descriptions of views.

Based on the researcher's experienced when teaching practice at SMP N 1 Langsa, they learned writing. So, the researcher wants to investigate how the students' understanding and the suitability in writing on the structural organization of the descriptive text. This research is going on entitled "**An Analysis of Students' Understanding on Writing Organization of Descriptive Text**".

1.2 The Problem of Study

In relation to the background of the study, the problem is formulated in the form of question as follows :

1. What is the students' understanding in the writing of descriptive text at SMP N 1 Langsa ?
2. How the student's understanding on writing organization of descriptive text at SMP N 1 Langsa ?

1.3 The Purpose of Study

Based on the problem study, the researcher has some purpose for this research. The purpose of study are:

1. To know whether what is the student's understanding in the writing of descriptive text at SMP N 1 Langsa?
2. To know whether how the student's understanding on writing descriptive text at SMP N 1 Langsa?

1.4 Scope of Study

This research to investigate and analyze the students' understanding and the suitability in the writing of descriptive text at SMP N 1 Langsa. So, there are some significance such as :

The teacher : This research will give the contribution to the teacher who knows about their students' understanding in writing of descriptive text. So the teacher can develop their study in writing.

The researcher: The significance of this study to the researcher is to develop the 'knowledge about writing skill and to find out the fact of students' understanding in writing in real situation.

The students : The teacher will develop their study. So the students can develop

their understanding in writing.

1.5 Significance of Study

This study focuses on the role of the teaching teacher regarding descriptive text writing, so that the teacher can develop the ability of students to write. The importance of this research for researchers is to develop knowledge of writing skills and to know the facts of student understanding in writing in real situations. This research is also very focused on students' writing about descriptive text, student understanding and descriptive text structure. In this case, the research subject was class VIII.J students in SMP N 1 Langsa.