



## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In Indonesia, English is the second language that is taught to the students in every grade of Indonesian's Education. As a compulsory subject, English consists of four skills, which writing is one of them. Learning to write is not similar with learning to speak. Some students think that writing is more difficult, hence it transfers their ideas and thought onto a piece of paper. In the process of writing, students need to feel more inspired and comfortable.

According to Eric Gould, Robert Diyanni, and William Smith (1989), writing is a creative act, because it requires interpretation or sense for example an experience, a text, and an event. Writing is also important because it is one of several ways in expressing your thoughts, communicating ideas and views to others. Therefore, if we want to express the idea or thought, it will make students' easy to express it into writing form.

State Junior High School 10 Tapung is one of school that used school-based curriculum as a guide of learning English. In syllabus of School-Based Curriculum at the Junior High School 10 Tapung, indicators or targets in writing are students must be able to write text, such as descriptive, recount, narrative, report, discussion, review, public speaking and they must master about grammatical pattern in each text. In this research, the researcher focuses on descriptive text.

The following table shows the scoring rubric for assessing students' writing ability, which as the following:

**Table I.1**  
**Writing Rubric**

No.	Range	Description
1.	80-100	The students' writing has clear and effective ideas; well organized, appropriate and effective vocabulary' few grammatical errors' few errors of spelling, punctuation and capitalization.
2.	70-79	The students' writing has clear but ineffective content; loosely organized but main ideas stand out; occasional errors of word but meaning not obscured; several grammatical errors; occasional errors of spelling, punctuation, and capitalization but meaning not obscured.
3.	50-69	The students' writing has less clear content; ideas confused or disconnected; frequent errors of word and meaning obscured; frequent grammatical errors of and meaning obscured; errors or spelling, punctuation, capitalization and meaning obscured.
4.	0-49	The students' writing has unclear and ununderstandable content; no organization; essentially translation; dominated by grammatical errors; dominate by errors of spelling, punctuation, and capitalization

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The criteria of students' minimum passing grade for writing skill is 74.

Based on the table I.1, the criteria of students' minimum passing grade is in the second range. It means that the students' writing has clear but ineffective content; loosely organized but main ideas stand out; occasional errors of word but meaning not obscured; several grammatical errors; occasional errors of spelling, punctuation, and capitalization but meaning not obscured. In State Junior High School 10 Tapung the students did not get a minimum score, although the English teacher had tried the better way to teach the students, but the students still had low understanding to wrote a text.

In addition, from the researcher preliminary observation, the English teacher in SMPN 10 Tapung had conducted many strategies in teaching writing, but there were many students still had difficulties especially in writing descriptive texts such as not all students understand the basic components of a sentence (subject, verb, and object), and they did not have knowledge about sentences patterns. They did not know the way how to compose the words into sentences. Some students had also less understanding to analyze the content of the descriptive texts. Some students are able to understand of sentence pattern but their writing especially in descriptive texts is poor.

The previous problem shows that the students need to improve their understanding of sentence pattern in writing. And also students must understand how descriptive text is organized. It because every paragraph in descriptive text made up from sentences which used simple present tense, specific objects (borobudur temple, my house, my mother), noun (kata benda)

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such as beautiful beach, handsome man, use of attribute and identifying process. Therefore, to write the descriptive text, the students should be able to understand the pattern of those sentences. This idea is in line with Mallory Lee, (2014, p.1) defined that sentence pattern is the variety of simple and complex sentences that you use in writing and the way they are arranged within the paper. It can be concluded that, it is influenced by the writing ability because it is the way to arrange the sentence in your writing. Sentence pattern is important to manipulate, which can make your writing more appealing to the reader by presenting your information and ideas both in plain, blunt ways, and in more complex combinations.

Based on the problems above, the researcher was necessary to conducted a research in order to know whether the students understand of sentence pattern is related to their own skill in writing descriptive text. Finally, the researcher was interested in conducting a research entitled "*The Correlation between Students' Understanding Sentence Pattern And Their Ability in Writing Descriptive Text at the Second Year of SMPN 10 Tapung Kampar.*"

## B. Problem

Based on the backround of the problem and phenomena above, it is clear that most of students encounter a lot of problems in descriptive text

### 1. Identification of the Problem

- a. What are the students' difficulties in writing descriptive text ?



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- b. What are the causes that the students did not have knowledge about sentences patterns (simple sentence, compound sentence, complex sentence, and compound-complex sentence)?
- c. What are the causes that the students did not know the way to compose the words in order to make a sentence?
- d. What do some students still have difficulty in analyze the content of descriptive text?

**2. Limitation of the Problem**

Based on identification of the problem, it is clear that there are many problems related to students' ability in writing English texts. considering the limitation of the research, these reseach problem are limited and are focused on Students' Understanding Sentence Pattern and Their Ability in Writing Descriptive Text of State Junior High School 10 Tapung Kampar.

**3. Formulation of the Problem**

Based on the limitation of the problems stated thus, the problem of this research can be stated in the following research question :

- a. How is the correlation between students' understanding sentence pattern and their ability in writing descriptive text of state junior high school tapung kampar?
- b. Is there any significant correlation between students' understanding sentence pattern and their ability in writing descriptive text of state junior high school 10 Tapung Kampar ?

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**4. Reason for choosing the title**

There are some reasons why the researcher is interested in carrying out this research based on the following reasons:

- a. The title of the research is relevant with the writer's status as a students of English Education Department.
- b. The title of this research is not yet investigated by other previous writers.
- c. The location of this research facilitates the researcher in conducting this research.

**C. Objective and Significance of the Research****1. Objective of the Research**

The objectives of this research are

- a. To know the correlation between students' understanding sentence pattern and their ability in writing descriptive text
- b. To know if there is a significant correlation corellation between students' understanding sentence pattern and their ability in writing descriptive text.

**2. Significance of the Research**

- a. Hopefully this research contribute some benefits for the researcher as a novice researcher, especially in learning how to conduct a research.
- b. The research finding are also hopefully useful and valuable, especially for students and teacher of English at the second year of SMPN 10 Tapung Kampar to be consideration in their teaching and learning process in the future.

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- c. This research findings expected to be valuable inputs for both teachers of English and students of SMPN 10 Tapung Kampar.
- d. Finally, this research are expected to be contributed into theoretical information to the development of theories on language teaching.

#### **D. Definition of the Terms**

There are some terms involving in this research, to avoid misunderstanding and misinterpretation about the title of this research, it would be better for the writer to explain the term used.

##### **1. Correlation**

According to Creswell, correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In the case of only two variables, this means that two variables share common variance, or they co-vary together (2008, p. 338).

Yet in this study, correlation is defined as the result of relate between students' understanding of sentence pattern and their ability in writing descriptive text of second year State Junior High School 10 Tapung Kampar.

##### **2. Sentence Pattern**

According to Mallory Lee, (2014, p.1) sentence pattern is the variety of simple and complex sentence that you use in writing and the way they are arranged within the paper.

##### **3. Writing Ability**

Hornby (2010) reported that writing is the activity that person does to express his or his own ideas, feeling, or something by using written

language (p. 1723). It is also stated in international SIL (1999, p. 1) that writing ability is specific ability which helps writers put their ideas into words in meaningful form and interact with the message. This research focus on the students' writing abilit and its relation to the sentence pattern.

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