

Hak Cipta Diindungi Undang-Undang

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CHAPTER I INTRODUCTION

A. Background of The Problem

In English language, there are four skills to be mastered. They are: Listening, Speaking, Reading and Writing, also components of English such as: grammar, vocabulary, pronunciation. Writing is one of the four language skills which important to learn. According to Bello (1997), writing as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their effectively and to reinforce the grammar and vocabulary they learn in class. Writing skill mastery is significantly helpful for learners in various educational and occupational tasks such as writing essays, writing thesis, business writing, international correspondence, presentation, etc. However, many writing teachers encountered difficulties in teaching writing due to its complexity. To cope with this problem, it is worth knowing what writing is, so the teachers can have enough information about it and be able to act based on this understanding.

Writing is not a skill that can be acquired by people naturally. Lenneberg in Brown (2001, p.334) states that human beings universally learn walk and to talk, but that swimming or writing are culturally specific, learned behaviors. Besides, writing is also considered as a very complicated skill to learn. It involves a complex cognitive activity in which the writer interested to analyze and focus on students difficulties in writing descriptive text, such as

developing their ideas (content), organization ideas, grammar, using vocabulary appropriately and mechanics.

Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” Rass (2001, p.30). According to Brown (2001): “writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization”. It means that writing is difficult for students as a non-native speaker. Students must be able write descriptive text by knowing such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling and capitalization.

State Senior High School 1 Tambang is one of the schools that is located in Tambang, Kampar Regency. This school is a formal school that teaches English as a subject for students, especially reading. English has been taught twice a week, with 90 minutes for one meeting, which means 180 minutes in a week. This school uses 2013 curriculum (K13). Based on the curriculum, the first grade students of State Senior High School 1 Tambang learn descriptive text.

Based on Badan Standar Nasional Pendidikan (BSNP) the students at SMA 1 Tambang should have the competence in writing skill. However, the fact in the field said different thing. Some of the students at SMA 1 Tambang

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had low ability to write. Their score were lower than passing grade. In Senior High School, there are some types of text that should be learned by student in English subject, they are recount, narrative, descriptive, procedure, explanation, discussion, exposition, anecdote, and news item. Every text has different contextual factors or subject matter, textual features and grammatical features. One way that can be used to find out students' knowledge about English is by analyzing the students' text/writing. Analyzing students' text is very important to do because it can help English teacher to find out the students' ability and difficulties in writing Lock (1996).

Descriptive text is one of the genres in writing texts. Descriptive text is a text that describes the features of someone, something, or certain place. Descriptive text consist of introduction and description. Introduction is the part of paragraph that introduce the characters, and description is the part of paragraph that describe the characters. As stated before, writing is more difficult than others skill since it needs more aspect. It involves many different components such as content, organization, grammar, vocabulary and mechanics.

Based on the priliminary research in SMA 1 Tambang the researcher found the following phenomena:

1. Some of students are not able to express their idea in descriptive text well.
2. Some of students are not able to write based on generic structure of descriptive text.
3. Some of students are not able to organize their writing in generic text in their writing.



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4. Some of the student do not know how to write a text based on the text given by the teacher.

In writing descriptive text, the students have to fulfill the five component of writing, they are content (developing ideas), organizing ideas, grammar, vocabulary and mechanics. Developing ideas is the most important thing to the students in writing descriptive text. By the developing ideas, the students can make a good writing text and develop their ideas clearly in each paragraph. In organizing ideas, students have to identify the name of place and describe the detail of the place in the supporting paragraph. In grammar, students have to choose the appropriate and accurate words to express the ideas. In mechanics components, student have to use the good punctuation, spelling and capitalization. From the indicators above, it lead to the data description and able indicators helps the writer and the scorers to score the students test. From those indicators, the writers can see the student skill through their test and analyze it based on the indicator.

Finally, the writer intended to restrict the problem and purpose of this research in find out the tenth grade students' ability in writing Descriptive text. The researcher takes entitled of this research **“An Analysis of Students' Ability in Writing Descriptive Text at The Tenth Grade of Senior High School 1 Tambang”**.

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B. Problem

1. Identification of the Problem

Based on the background above, the researcher identifies some problems of this research as follows:

- a. Why some of students are not able to express their idea in descriptive text well?
- b. Why some of students are not able to write based on generic structure of descriptive text?
- c. Why some of students are not able to organize their writing in generic text in their writing?
- d. Why some of the student do not know how to write a text based on the text given by the teacher?

Based on the problem and explanation exposed by the researcher above, it is obvious that most of the students at that school still have problems which should be solved as soon as possible. Either the problems are on the students or caused by other factors (writing difficulties itself). Therefore, the researcher is interested in internalizing those problems in research titled “ An Analysis of Students Ability in Writing Descriptive Text at The Tenth Grade of Senior High School 1 Tambang”.

2. Limitation of the Problem

Based on background of the problem, the researcher limits the problem in her research that is the researcheris intended to find out students ability in writing descriptive textfocused on (content, organization, grammar, vocabulary and mechanic).

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3. Formulation of the Problem

The problem of this research are formulated in following research questions:

- a. How is the students' ability in writing descriptive text?

C. The Objective and Significant of the Research

1. The objective of the research

The general objective of this study is to find out students' ability at SMA 1 Tambang in writing descriptive text.

2. The significant of The research

- a. Research is hopefully contributing to the writer as a researcher in term of learning novice.
- b. To add references for other next researchers having the same problem the researcher.

D. The Reason of Choosing the Research

There are some reasons why the researcher is interested in carrying out her research. This research is investigated based on by the following reasons:

1. The title of this research is relevant to the researcher's status as a students of English Education Department of State Islamic University of Sultan Syarif Kasim Riau.
2. The title of this research is not yet investigated by other previous researchers.

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E. Definition of the Key Terms

To avoid misunderstanding and misinterpreting in writing this paper, it is necessary for the researcher to explain the term used in this study. They are defined as follows:

1. Analysis

A careful study of something to learn about its parts, what they do, and how they are related to each other. (Merriam Webster's Dictionary, 1964)

2. Ability

Ability is possession of the means or skill to do something. (Smith, 2004). Ability here means that students' ability in writing especially in writing descriptive text.

3. Writing

Writing is viewed as a result of complex process of planning, drafting, reviewing and revising language writing. Defined as a process of delivering ideas by taking notes Harmer (2004, p.11). In other words, writing is a process used to express idea without saying or face to face interaction and others can understand the meaning by reading it (Elbow, 2000).

4. Descriptive text

A text type which purpose to describe, show and provide information of particular person, thing, place or event based on what is seen, heard, felt, tasted and smelled. (Derewianka 1990 Gerot & Wignell 1995; Knapp & Watskins, 2005; Nafisah & Kurniawan 2007)