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CHAPTER I INTRODUCTION

1.1 Background of the Study

Grammar is necessarily component in writing, especially in academic writing. Writing with incorrect grammar could affect one's writing quality. Ferris and Roberts (as cited in Afifuddin, 2016, p. 133) outlined some categories of grammatical errors that occur in writings, they are: 1) verbs: tense, form, subject-verb agreement, 2) nouns: noun endings (plural and possessive), 3) articles/ determiners errors, and 4) errors in sentence/ clause boundaries: word order, run-on, fragments. The grammatical errors might occur in different aspects, and it is also caused by the linguistics factors between English and students' native language. Word order is one of the grammatical errors that is caused by linguistic factors. In general, one country has different word order between other countries, in term of producing sentences in written and oral expression. Word order is also known as syntax, which refers to the placement of the words in the sentence. The error in word order can affect the organization of the sentences, and it also makes ambiguity in meaning. Lane and Lange (1993, p. 110) state that word order error is one in which the order of words in a sentence is incorrect or awkward. Word order error is global (more serious) error because in some cases it can affect the organization of a whole sentence. With incorrect word order, writers' writing quality can be decreased because the content of their writing could be difficult to understand. Muñoz and Alvarez (as cited in Rojas, 2012, p. 21) explain that

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students' written performances are regarding syntactic (word order) accuracy and complexity. According to Rojas (2012, p. 22) the main feature in writing involves the use of correct word order. In short, students' performance in writing can be affected by the accuracy in using word order. It can affect one's writing quality, and also the using adjective phrase which requires the placement of nouns and adjectives.

In descriptive writing the students try to write, illustrate and demonstrate an object, and in this case the students need to use adjective phrase. To write adjective phrases, the order of noun and adjective is crucial to create good adjective phrases. According to Dirgeyasa (2016, p. 56), descriptive writing is a paragraph to describe, to draw, to illustrate and to picture the objects, places, persons in order to have visual appearance. In addition, in describing the object, the students have to write adjective phrase by putting adjective + noun, and it is different from the students' mother language structure which contains noun + adjective.

MA PP-MTI was located in Tanjung Berulak, Kampar regency. English is one of lessons which is taught here, and the students learn English twice a week. MA PP-MTI is using 2013 curriculum, and writing is applied in this curriculum. Based on the curriculum, the standard competence in descriptive writing where the students could organize descriptive text in oral and written about people, tourist attraction, and famous historical building. The students also had to show the purposes, structure, and language components correctly within their writing. The competences of descriptive writing in the curriculum

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containing language structure and language component. The language structure of descriptive writing refers to the sentences organization. Language component focuses on the language feature. The main language feature in descriptive writing is adjective phrase because students use adjectives to illustrate or describe their object of writing. In learning descriptive writing, the goal of learning was students were able to write descriptive paragraph using correct grammar, punctuation, and adjective phrase. The minimum passing grade in learning English was 72, and as for the descriptive writing, the minimum passing grade was 71. The following table shows the scoring rubric for students' learning objective for writing skill:

Table I.1
Writing Rubric of Minimum Passing Grade

No	Score		Description
	Figure	Quality	
1	80-100	A/Excellent	The students' writing has clear and effective main idea, well organized, appropriate and effective vocabulary, few grammatical errors, punctuation and capitalization.
2	70-79	B/Good	The students' writing has clear main idea but ineffective supporting sentences, loosely, occasional errors of word but meaning not obscured, several grammatical errors, occasional errors of spelling, punctuation, and capitalization but meaning not obscured.
3	60-69	C/Average	The students' writing has less clear content, confused main idea, frequent errors of word and meaning obscured, frequent grammatical errors and meaning obscured punctuation, capitalization and meaning obscured.
4	50-59	D/Poor	The students' writing has unclear content, awkward organization, essentially translation, dominated by grammatical

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No	Score		Description
	Figure	Quality	
			errors, punctuation, capitalization, and meaning is unclear
5	40-49	E/Fail	The students' writing has unclear and hardly understood content, no organization, essentially translation, dominated by grammatical errors, punctuation, capitalization, and meaning is ambiguous.

From the rubric of writing above, from 23 students of social class, most of the students didn't reach the minimum passing grade in writing. Mainly the students' error was occurred in words structure. In short, they couldn't organize the words within the sentence appropriately.

Based on the table above and further information from the English teacher of MA PP-MTI, there were some symptoms that had found in MA PP-MTI Tanjung Berulak Kampar regency. The symptoms are stated as follow:

1. Some of the students had difficulties using correct word order in writing descriptive paragraph.
2. Some of the students did not use good paragraph structure in writing.
3. Some of the students were confused to place adjective in writing descriptive paragraph.
4. Some of the students could not generate their ideas in descriptive writing.

From all the symptoms above, it could be stated that the students had difficulties about word order. The symptoms above also stated that most of

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the students' difficulties in writing descriptive paragraph were caused by their word order ability. In conclusion, the researcher conducted correlational research in order to find out the correlation between students' word order ability and their ability in writing descriptive paragraph. Furthermore, the researcher conducted the research entitled "The Correlation between Students' Word Order Knowledge and Their Ability in Writing Descriptive Paragraph at the first grade MA PP-MTI Tanjung Berulak Kampar Regency."

1.2 Definition of Key Terms

1.2.1 Correlation

In correlational research designs, researcher used the statistical correlation to test and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2012, p. 338). In this research, the researcher intended to measure the correlation between students' word order knowledge and students' ability in writing descriptive paragraph.

1.2.2 Word Order

Word order focuses in the position of words within sentences. Ariyaratne (2008, p. 1) states that word order is the arrangement of words in a phrase, clause or a sentence in order to show their relationship to one another. Many other linguists called word order as syntax, even in some occasion word order is more detailed than syntax

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in explaining the formation of words. Hickey (2014, p. 14) defines Syntax concerns the possible arrangements of words in a language. Syntax involves with basic unit within the sentences, which minimally consist of main clause and verb. Word order and syntax are one component in language, and it involves in the order or arrangement of words within a phrase, clause, and sentence. In conclusion, the order of the words takes essential part in developing language skill.

1.2.3 Writing Ability

Writing ability is one of the productive skills in English. In writing, the writers produce the language in written form. The era of communicative teaching takes writing as the communicative competences because the writers intent to utter their ideas to the reader through writing. Giving the definition of writing ability can be complicated since there are many components in writing ability that should be considered.

According to Nunan (as cited in Yi, 2009, p. 60) writing ability is the ability to respond to a given stimulus according to some authority's definition of the correct response. The definition from Nunan takes the center of writing in generating ideas in written form which can be taken from some sources. Taking sources as the topics or references in writing only focuses in developing others' ideas, and the definition of writing ability should consider the writers' ideas. In

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addition, Kaplan (as cited in Jozsef, 2001, p. 8) claims that writing ability tended to develop writers' thoughts in a linear fashion, advancing a thesis, forwarding supporting evidence in sequentially presented topic sentences, developed in unified paragraphs. Kaplan's idea about writing ability supports the definition from Nunan which the writers can generate their own ideas in writing. In conclusion, writing ability is writers' ideas or responses from other sources, and it presented in sentences and paragraphs.

1.2.4 Descriptive Paragraph

Paragraph is group of sentences that has a complete idea. In writing a paragraph, writers need to develop their ideas from sentences to another, so the paragraph becomes unified. Oshima and Hogue (2008, p. 3) explain that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point. In short, a good paragraph should have a topic sentence as the main idea and related supporting sentences that can develop the topic sentence.

Descriptive paragraph describes a real object or abstract object in a paragraph. Oshima and Hogue (2008, p. 61) states that descriptive paragraph appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sound. In a descriptive paragraph, the writers

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plan where to put each object in a word picture. Descriptive paragraph use the topic sentence as the object that would be described, and the supporting sentences has roles to illustrate the object. In short, descriptive paragraph is a paragraph that describes an object with a complex paragraph structure.

1.3 The Problem

1.3.1 Identification of the Problem

Based on the problem which was mentioned above, the researcher could identify the problem as follow:

- a. Why did some of the students have difficulties using correct word order in writing descriptive paragraph?
- b. Why were some of the students not able to use good paragraph structure in writing?
- c. Why were some of the students confuse to place adjective in writing descriptive paragraph?
- d. Why were some students not able to generate their ideas in descriptive writing?

1.3.2 Limitation of the Problem

Based on the identification of problems above, it was clear there are several problems in this research. Considering the limitation of the researcher in conducting his research, thus, these research

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problems needed to be limited. The problem of the research was focus on students' word order knowledge (basic word order) and their ability in writing descriptive paragraph.

1.3.3 Formulation of the Problem

Based on the limitation of the problem above, the problem were formulated the problem as follow:

- a. Is there any significant correlation between students' word order knowledge and their ability in writing descriptive paragraph at the first grade of MA PP-MTI Tanjung Berulak Kampar regency?
- b. Which component of the students' word order knowledge is the most correlated with their ability in writing descriptive paragraph at the first grade of MA PP-MTI Tanjung Berulak Kampar regency?

1.4 Objectives and Significant of the Research

1.4.1 Objectives of the Research

The objectives of the research as follow:

- a. To find out whether there is or not a correlation between students' word order knowledge and their ability in writing descriptive paragraph at the first grade of MA PP-MTI Tanjung Berulak Kampar regency.

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- b. To find out which component in students' word order knowledge that has the highest correlation with their ability in writing descriptive paragraph at the first grade of MA PP-MTI Tanjung Berulak Kampar regency.

1.4.2 Significances of the Research

Related to the objectives of the research above, the significances of the research can contribute as follows:

- a. The research findings are expected to give beneficial contribution to all teachers, especially English teacher in MA PP-MTI Tanjung Berulak Kampar regency.
- b. Hopefully, these research findings are expected to be meaningful, especially for the researcher as a novice researcher in term learning how to conduct a research.
- c. The research findings are also expected to be positive and valuable information especially for these who are concerned in the world of teaching and learning English as a foreign language (second language).
- d. Finally, this research finding is expected to be practical and theoretical information to the development of the theories in language teaching in general.

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1.5 Reason for Choosing the Title

The reasons why the researcher conducted the research are:

- a. It is important for students to develop their writing skill by increasing their knowledge in grammar.
- b. The title of this research is relevant with the researcher's status as a student of English Education Department.
- c. The problems of this research are not yet investigated by other researchers.
- d. The differences between English and Indonesia language structure which becomes the obstruction in teaching and learning English.