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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the most important skills that should be mastered by English learners. Writing involves some languages components such as grammar, vocabulary, spelling and punctuation. Without these language components, this skill will not be perfect.

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. According to Brown (2001:336) 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. Hugley (1983:3) explain that writing is a communicative act. It depends upon the awareness of the social expectation. This means as communicative act, writing can develop social relationship and social expectation because writing is one of the tools in communication.

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations

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among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students.

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a text. A good vocabulary is very important or necessary tool. It has several words with similar meanings. In writing the students must be able to choose the best words. These words do not give the reader a good sense of your meaning. Also, use strong verbs that given the reader good information. Vocabulary helps us when writing something. Vocabulary being able to choose more descriptive words to help the reader envision what are describing.

State Senior High School 12 Pekanbaru is one of formal school in Pekanbaru. As a formal educational institution this senior high school is also offering the English subject to the students, especially in term of writing skills. State Senior High School 2 Pekanbaru is used Curriculum 2013. Based on the curriculum, English language at the State Senior High School 12 Pekanbaru has criteria of students minimum passing grade with the score is 75. Based on the Senior High School Competency Based Curriculum 2013, the students are expected to be able to construct simple descriptive oral and

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written texts about people, places of interest, and famous historical buildings, taking into account the objectives, structure of the text, and the linguistic elements correctly and in context.

According to syllabus Senior High School at the first grade, the basic competence of writing English refers to capability of students in expressing the meaning in functional text and essay in the form of text, such as; descriptive, and procedure text in the contexts of daily activities. Ideally, they should be able to write descriptive text. However, in fact, their ability in writing descriptive text was still far from the expectation of curriculum.

In descriptive text, the students should organize their thinking logically and they can communicate to the other people in detail when they want to describe people, place, or things. Wyrick (1987:227) states, “The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, objects or person. The tenth grade of students in Senior High School also had learnt descriptive text, especially in the first semester. Hence, the researcher assumes that they already know well about descriptive text.

Based on preliminary observation in February conducted at the school, according to one of the English teacher. In the classroom, the teacher

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explained what descriptive text is, its function and generic structure, explained an example on the students' textbook, and then asked them to write a descriptive text. He has taught it clearly, but when he asked them to write a descriptive text, some of students were not able to do that. They were not able to express and develop their ideas. Their sentences also were incorrect based on the structure. They used the capital letters on the wrong place and lack of choices of words. Some of words were also incorrect spelling. These facts automatically caused them not to be able to achieve the passing grade.

The researcher founds several problems when preliminary observation. The problem of students can be seen in the following phenomena:

1. Some of students are not able to express their ideas in the topic of descriptive text.
2. Some of students are not able to write based on generic structure of descriptive text.
3. Some of students found difficulties in using simple present tense.
4. Some of students are still have difficulty using appropriate vocabulary in writing descriptive text.

Based on the problem describe above, the researcher is interested in researching the problems about into a research in the title "Students' Ability in Writing Descriptive Text at the Tenth Grade of State Senior High School 12 Pekanbaru".

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B. Problem

Based on researcher's preliminary observation at State Senior High School 12 Pekanbaru, it is clear that most of students are still getting difficulties, especially in term of writing descriptive text. To make the problems of this research clearer, thus the problems will be identified as follows:

1. Identification of the Problem

- a. How do the students express their ideas in descriptive text based on the topic related?
- b. How do the students write descriptive text based on generic structure?
- c. How do the students find difficulties in use simple present tense?

2. Limitation of the Problem

After identifying the problems stated above, the researcher needs to limit and focus on analysis of students 'ability in writing descriptive text. There are three kinds of descriptive text, they are: person, thing, and place. In this research focus only at descriptive person.

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3. Formulation of the Problem

The problem of this research is formulated as follows: How is student ability in writing descriptive text at the tenth grade of Senior High School 12 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

Related to the formulation of the problem above, the following are researcher's objective to conduct this research as follows: To know the students' ability in writing descriptive text at the tenth grade of Senior High School 12 Pekanbaru.

2. Significance of the Research

Related to the objectives of the research above, the significance of the research are as follows:

- a. Hopefully this research finding is able to benefit the researcher as a novice researcher in learning how to conduct a research.
- b. These research findings are expected useful and valuable for both teachers of English and students of Senior High School 12 Pekanbaru for their further teaching and learning and learning consideration.
- c. Besides, these research findings are also expected to be positive and valuable information, especially for those who are concerned with the teaching and learning English as a foreign or second language.

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- d. Finally, these research findings are also expected to be practical and theoretical information to the development of theories on language teaching.

D. Reason for Choosing the Tittle

There are some reasons why the researcher is interested in carrying out this research as follows:

1. The tittle of the research is relevant with the researcher's states as a student of English Education Department.
2. The title of the research is not yet investigated by other previous researchers.
3. The location of the research facilitated the researcher in conducting the research.

E. Definition of Key Term

To avoid misunderstanding for the readers, it is necessary for the writer to explain the terms used in this study. The following terms are necessarily defined as follows:

1. Writing Ability

According to Harmer (2001:79), writing is a form of communication to deliver thought or to express feeling thought written form. According to Hornby (2010) ability is a level of intelligence. So, writing ability is the of a person to express her/his ideas, feeling or something by written language.

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2. Descriptive text

Descriptive text is a text with its a purpose is to describe text stretch out much information about certain people, things, and place and detail. The purpose of description is to present the characteristics of object, persons, places, and sensations the learner's presents. According to Mark (2003: 26) he said, its purpose is to tell the subject by descrying its feature without including personal opinion. This research focus in describe person.