

CHAPTER I

INTRODUCTION

A. Background of The Problem

English language is compulsory subject that is taught from elementary school until senior high school in Indonesia. One the language skills that should be mastered by the students is writing. Here, students can explore their ideas in written form. “All students can be taught to express their ideas in writing clearly and correctly”. Because writing has been characterize as written thinking¹.

While speakers of English have never seriously adopted patois as term to be used in description of language, they have tired and tired to employ both language and dialect in a number of conflicting sentences². So, Indonesian students need to master an international language – English – in order to be able to communicate with other people from other countries. They need to learn English as a foreign language. In a fact, leaning English is not easy matter. Most of them face difficulties in mastering English because it is not their mother tongue and there is no much exposure in Indonesia to them maintaining that language.

Dealing with the language skills also point out in the same tone that, the last of the four language skills of listening, speaking, reading, and writing³.

¹ Kalayo Hasibuan and Muhammad Fauzan Anysari. *Teaching English as a Foreign Language*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. P. 163.

² Wardaugh, Ronald. *An Introduction To Sociolinguistic*. Lackwell Publiser. 1998. P. 23.

³ M, Syafi'i S. *From Paragraph to A Research Report: A Writing of English for Academic Purpose*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive. 2007. P. 133.

Language skills, also consist of receptive and productive skills. Listening and reading are part receptive skills. While, speaking and writing are the productive skills. Writing is one of the productive skills, listening is the first, to be followed by speaking, and continue with reading and finally writing. Besides listening, speaking and reading, writing is one of the important skills in learning language.

In addition, also states that writing involves a complex group of skill, and the teaching of writing is a complex process. It means that writing can be used to deliver idea, thought, and feeling in order to be complicated production skill⁴.

Writing particularly, for academic purpose is not an early work. It takes time to study and practice as to develop skill⁵. Writing is also difficult whether it is paragraph or essay writing. As notes by Langan said writing is treated as a process⁶. Related to the states above, also argue that writing is not spontaneous product. Writing skill involves the way to write a paragraph or essay and to express ideas that come from our mind, but it is difficult to be a good writer⁷.

According to Geoffrey Chaucer says in such a setting, the lines between teacher and learner are not arbitrarily defined. But participant take

⁴ Reid, Joy M. *Teaching ESL Writing*. University of Wyoming, New Jersey: Prentice Hall Regents. 1993. P. 266.

⁵ M Syafi'i S. *Opcit*. P. 6.

⁶ Langan, John. *College Writing Skills, With Readings*: International Edition, New York: McGraw-Hill. 1986.

⁷ *Ibid*. P. 113.

responsibility for their endeavors, and such a setting leads to increased creativity⁸.

Furthermore, teaching and learning process also have important role in improving the quality of education. Beside teachers as component of education at senior high school that have skilfull in classroom, the students must have good skill in learning English especially in writing, because they had learned it when they area at school. The writer know that not all of students able to understand this subject, because it is need full concentration and attention.

There, the goverment includes writing in the curriculum 2010 of Elementary School, Junior and High School, and University. Especially, for the students of Islamic Senior Boarding School Al Hidayah, based on National guideline of the 2010 curriculum of Senior High School, they have been taught how to write a paragraph, which is more or less than sentences to become a paragraph. And the students can identification the paragraph and essey.

Frequently, most of students are problematic developing a title in paragraph. Most of them get difficulties to write sentences because they do not know how to develop a title given. On the other hand, they do not have an easy technique in writing. An effective technique of writing should be used to stimulate the students interest and to enrich their vocabularies, so that the goal of English learning in indonesia can reached. It is difficult task for

⁸ Richard, Jack C., et al. *Longman Dictionary Of Language Teaching and Applied Linguistics*. Malaysia: Longman Group UK Limited. 1999.

students. However, there are some techniques in writing that many increase the learners motivation, so that they will pay more attention to the topic being taught.

Islamic Senior Boarding School Al Hidayah is the one of senior high school in Kampar regency, Riau province. Writing skill is the one of language skill taught and should be mastered in this school. Besides, teacher asks the student to write some paragraph in English. So, the mostly students are difficult to read and do not understand more about.

Based on description above, it is clear that there are many students encounter problems in the classroom activities. Even though students of Islamic Senior Boarding School Al Hidayah have studied English at least, six years at their Elementary School and three years at Junior High School. However, their proficiency in writing English is still very far for the expactation. In short, difficulties can be depicted as follows:

1. Some of the students have lack of vocabularies in writing.
2. Some of the students are not able to write organization of good descriptive paragraph.
3. Some of the students difficult in expressing their ideas in writing.
4. Some of the students have problem in grammar understanding in writing paragraph.

Based on the phenomenon mentioned above, the writer is interested in carrying out a research entitled, **STUDENTS' WRITING ABILITY IN DESCRIPTIVE PARAGRAPH OF THE FIRST YEAR OF ISLAMIC SENIOR BOARDING SCHOOL AL HIDAYAH KAMPAR.**

The topic is very important to be discussed, because the writer wants to know the students' writing ability in descriptive paragraph. As for as the writer concerned, this title has not investigated by any reaserch yet.

B. Defenition of The Term

To avoid the misunderstanding misinterpretation about the title of the research, it is better to define the term used as follows:

1. Writing.

According to Hornby in Syahrul stated that writing can be defined as the activity or occupation of writing or the printed words, example book or essay⁹.

2. Students ability.

According to Hornby said that students ability is capacity or power of the students in mastering their subject matter. It means the students achivement¹⁰.

3. Descriptive paragraph.

Descriptive paragraph is to describe the specific or particular thing/person. In addition Karim has stated that descriptive is verbal of a person, place, or subject¹¹.

⁹ Syahrul Miftah. *The corrlation between students effort and their writing ability in writing subject at SMA 1 Kampar*. Pekanbaru: Unpublised degree thesis. 2012. P. 8.

¹⁰ Hornby. *Opcit*. P. 192.

C. The Problem

1. The Identification of The Problem

Based on the background above, it has been clearly revealed that some of the students of Islamic Senior Boarding School Al Hidayah are not interested, because of the lack of the teaching writing in the school.

The problems are identified as follows:

- a. How is the students' vocabulary in writing?
- b. How is students' not able to write descriptive paragraph in a good organization?
- c. How is students difficult in finding ideas to write?
- d. How is students have problem in grammar understanding in writing paragraph?

2. The Limitation of The Problem

Based on the identification of the problem above, the writer found many problems which are faced by the students. To avoid misunderstanding toward the problems in this research, it is quite necessary for the writer to limit the problem and the writer focuses on the students of writing ability in descriptive paragraph of the first year of Islamic Senior Boarding School Al Hidayah Kampar.

¹¹ M. Syafi'i, M. Fauzan Ansyari, Jonri Kasdi. *The effective paragraph developments: the process of writing for classroom setting*. Lembaga bimbingan belajar Syaf intensive. Pekanbaru: 2007. P. 50.

3. Formulation of The Problem

Based on the limitation of the problem above, the problem of the research will be formulated: How is students writing ability in descriptive paragraph of the first year of Islamic Senior Boarding School Al Hidayah Kampar?

D. Objective and Significance of The Research

1. Objective of The Research

The writer is interested in carrying out this research because to know students' writing ability in descriptive paragraph of the first year of Islamic Senior Boarding School Al Hidayah Kampar.

2. Significance of The Problem

- a. Enlarge the researchers' knowledge about the real teaching process
- b. Fulfil one of the requirements of S.1 degree of English Education Department of Education and Teachers and Training Faculty of State Islamic University of Sultan Syarif Kasim Riau Pekanbaru.
- c. Give information to the teacher about writing ability in descriptive paragraph of the first year of Islamic Senior Boarding School Al Hidayah Kampar.