

CHAPTER I

INTRODUCTION

This chapter contains background of the study, statement of the problem, objective of the research, significance of the study, scope and limitation of the study, and definition of key terms.

1.1. Background of the study

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English such, such reading, speaking, and listening, but also because of difference between the learners native language rules and that of the language being learned. Based on Senior High School competency curriculum. The students are expected to be able communicate in English both in oral and written form. In senior high school in Indonesia the skill of writing is taught by using of genre based approach. Students are introduced to some genres and taught trough the model of reading texts where they are explicitly taught about social structure, social function, the generic structure and language features of the genres. By introducing them to reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they are able to write the genres by themselves with the right order of generic structures and the correct use of in English features of genres.

There are many genres of writing text taught to senior high school students. Those are narrative, hortatory, recount, descriptive and. The researcher focused on descriptive text which is taught in the first year of senior high school. As stated

above, the descriptive is taught by introducing the students model text, hopefully they will be able to write the genre well.

A descriptive text is a text which writer tries to picture what they are describing. According to Barnet and Stubbs (1990 : 105) “ A good paragraph has unity (it make one point, or indicates where one unit of the topic begins and ends)”. To have a paragraph unity a student has a support in the ideas in to the sentences. By mastery describing, they may make good classification of objects based on characteristics in narrative text description is also used, especially when the students wants to describe characteristics of a character or certain setting. The description also can be subjectively or objectively. The objective description will be chosen if it describes the physical appearance of an object or person, The subjective is used when the students want to give their opinion to the object. Those combination make the unique of researcher interested in choosing the genre. Reep (2009: 82) states that “ a paragraph achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to describe his house, then he should have background knowledge about part of his house, such as how many rooms that this students has?, what is the color of wall?, how high of his house is.

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, animals, place or things. This is way of researcher chooses descriptive text.

Researcher interested in analyzing on focus student’s in writing descriptive text in the way they developing their ideas, organizing ideas, grammar, mechanic and using vocabulary appropriately. There are generic structure of descriptive

writing: identification, description, and conclusion. Identification is a part of the text where the students could identify the phenomenon while description is the part of the students able to describe parts, qualities and characteristics. The conclusion is the signal of the text in description text.

There were some difficulties that students face during writing descriptive text. First, the problem of developing the ideas base on students wrote many main ideas in one paragraph: the idea of paragraph was ambiguous. Sometimes, it is also found that some paragraph were written one sentence only. The idea in the paragraph was still not clear. Second, the problem to organizing idea to write descriptive text A paragraph needs more than a unified point; it needs reasonable organization or sequence. The students need organize their ideas in to good paragraphs; The students have to make their writing readable. To write descriptive paragraph the students can organizing their ideas by identifying the topic and give description about the topic.

Third, the students found difficult in grammar. Grammar difficulties will influence certain patterns of how words are put together to form the correct sentences. It makes paragraph develop well. Fourth when students process writing sometimes many problem could be found some students are lack of vocabulary and they also have difficulties in developing their ideas related the topic. Some students were still in doubt with choosing correct word while composing descriptive text. Lack of vocabularies made the students confused in developing their ideas. In this case the students have to choose correct words that they need. The last difficulty was related their spelling, punctuation and capitalization

Some how not all of the aspect become the difficulties or problem for the students. Students may have difficulties in one aspect but they are good to another aspects. For example: some students have difficulties in developing idea but they are good in grammar and vice versa.

Developing ideas is more important thing to the students in writing descriptive text. By 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 detail of the place in supporting paragraph. In writing descriptive text the students have to use an appropriate grammar, in this case simple present tense. In composing the text, students have to choose the appropriate and accurate words to express the ideas. In mechanic component, students have to use good punctuation, Spelling and capitalization. By analysis five components of the students descriptive text. The researcher can see the students skills in writing text.

Writing becomes the most difficult skill when it is learned by the foreign language learners. According to Rass (2001:30) said” Writing is difficult for native speakers and non native speakers; because writer must be able write it in multiple issues such as content, organization, purpose ,audience, vocabulary and mechanic such as punctuation, spelling and capitalization” it is because there are some aspects that the students should learn to make a good writing. Those aspects are grammar, vocabulary and mechanic. They must understand those criteria well in order to produce a good writing. In teaching and learning process in writing the teacher has important role. According to brown (2001) “ Writing is a thinking

process, because writing is a process of putting ideas down on paper to transform taught in to words and give them structure and coherence in organization.”

According to 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.” Without the writing the people will not be able to communicate with each other. Harris (1969:38) states that “ The students can use writing to express their ideas, opinions, realities and point of view. People can communicate a variety of messages known to readers or unknown readers by writing. Furthermore, writing is an essential aspect of interaction in language teaching besides reading and speaking. The students learn it, because it can be used to practice grammatical rules.

Based on national curriculum KTSP (School Base Curriculum), the aim of teaching writing at senior high school is that the students are able to write a simple report or descriptive text. The skill to write descriptive text is taught by first year. Targets of teaching writing descriptive text for students are (1) the students are able to describe animals or people (2) the students are able to describe things or places.

Write in new language since they should translate their idea to the target language and understand specific grammar rules in English the students must study about vocabulary and grammar early before starting writing, their vocabulary must be rich and they should understand the grammar of a certain text well to make a good result. Those criteria make them work hard to write.

When the students write a text there are some aspects that they must master such as vocabulary and grammar. The students can use simple present tense and adjective clause in writing descriptive text. The errors are the students

still feel strange and face some difficulties with English lesson especially in developing paragraph, Therefore the researcher wants to analyze their weakness in their writing

From explanation above, the researcher conduct to research at SMAK SINT CAROLUS KUPANG because the research conduct to observation and know the students less in ability of writing in this school. The researcher tries to describe the analysis indicators to see the students ability in writing at eleven grade students at SMAK SINT CAROLUS KUPANG. The researcher write the thesis topic in this thesis under title **“An analysis on the ability in writing a descriptive text on the eleven grade students of SMAK SINT CAROLUS KUPANG in the academic year 2018/2019 ”**

1.2. Research Problem

1. Are the eleventh grade students of at SMAK SINT CAROLUS KUPANG in the academic year 2018 / 2019 able to write descriptive text?
2. What is the ability level of the eleventh grade students of at SMAK SINT CAROLUS KUPANG in the academic year 2018 / 2019 in writing descriptive text?
3. What are the difficulties of the eleventh grade students at SMAK SINT CAROLUS KUPANG in the academic year 2018 / 2019 in writing descriptive text?

1.3. Objective of Study

There are three objectives of the study, they are:

1. To find out wheter or not the eleventh grade students of SMAK SINT CAROLUS KUPANG in the academic year 2018 / 2019 to write descriptive text.
2. To find out the ability level of eleventh grade students of at SMAK CAROLUS KUPANG in the academic year 2018 / 2019 in writing descriptive text.
3. To find out the difficulties of eleventh grade students of at SMAK SINT CAROLUS KUPANG in the academic year 2018 / 2019 in writing descriptive text.

1.4. Significance of the Research

For students, They can find out their strength and weakness so that they can fix the weakness and improve their strength in writing descriptive text.

For teachers, The English teachers can use this research for increasing their method to find out the students strength and weakness aspect in writing descriptive text and also for another the genre of text.

Further researcher, the research finding are expected to give information about writing in descriptive text. It is hope to be an inspiration for the next researcher who will do a research in field. It can be guidance for the to do a better research.

1.5. Scope and Limitation

The scope of the research is analyzing of descriptive text. This study is limited on the analyzing writing ability. There are three aspects the writer analysis they are: Grammar, Vocabulary and Mechanic, Why the writer choose the three aspect because Grammar, vocabulary and Mecahanic are very important in writing skill.

1.6. Definition of Terms

The writer then is going to clarify some terms, which are mainly used in this study in order to avoid misinterpretation of the readers.

1. Analysis

Analysis is an activity that includes a number of activities such as break down, differentiate, sort something to be classified and regrouped according to certain criteria then searched terms and interpret its meaning. In another sense, the analysis is an attitude or attention to something (objects, facts, phenomena) to be able to decipher sections, as well as recognize the link in the overall turf. Analysis can also be defined as the ability to solve or describes a material or information into components smaller making it more easily understood.

2. Writing

In writing all the elements of language skills to be concentrated in full in order to get results really good. Tarigan (1986: 15) states that the writing can be interpreted as activity ideas / ideas using written language as the medium conveys.

3. Text

Text is a unit of organization of written language, which serves to indicate how main ideas in a written text are grouped (Mc Crimon, 1984:193). Text in this study is a descriptive text written by the students.

4. Descriptive text

It is a type or part of writing that is arranged according to what it looks like or is where the object being described (Smally and Ruetten, 1986). Here the students are expected to make descriptive composition about “my classroom”

5. SMAK SINT CAROLUS KUPANG is a public senior high school, located on jln.Adi Sucipto, Penfui, Kupang NTT.