

CHAPTER I

INTRODUCTION

This chapter discusses some points including background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation and definition of terms.

1.1 Background of the Study

Language is communication tool which is used to express the intention, feeling or emotion of someone to other people. To make the communications understandable and run smoothly, language has to be used correctly.

Ability to use the language correctly needs much effort and time. Students will be able to speak on the telephone, write letters, read books or listen to the radio. In other words they possess the four basic skills of listening, speaking, reading and writing. Speaking and writing involve language production and are therefore often referred to as productive skill. Language users employ a combination of skills at the same time. Speaking and listening usually happen simultaneously, and people may read and write at the same time when they make notes or write something based on what they are reading.

Writing and speaking are different in both origin and practice. Our ability to use language is as old as humankind, and reflects the biological and cognitive modification that has occurred in the evolutionary history of our species. Writing is the symbolic representation of language in storable graphic form, is comparatively recent cultural development, having occurred over only the past

five thousand years. The contrast between writing and talking comes into sharper focus when we consider that any normal child acquires spoken language without specific formal interaction, while must be taught and learned through deliberate effort. So language comes naturally to human beings, but writing does not (Sampson, 1995:385).

Writing is a process. The writing process as a private may be broadly seen as comprising four main stages, planning (pre-writing), drafting, revising and editing. Planning is any orderly procedure used to bring about a designed result. It is a series of strategies designed to find and produce information in writing. Drafting, the sufficient ideas are gathered at the planning stage, the first attempt is writing. Next stage is revising. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader. The last stage is editing. At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Writing a draft may be interrupted by more planning, and revision may lead to reformulation, with a great deal of recycling to earlier stages (Krashen 1984: 17).

In writing compositions the research has to enable the reader to comprehend what he or she intends to communicate. A good composition should develop one main idea through paragraphs. Every paragraph that is used in a composition should develop main idea explicitly and implicitly in the composition itself and the paragraph itself is normally made up of the related sentence developing one main idea.

In junior high schools, particularly the eighth grade students of SMP Negeri 1 Kupang, the writer found the difficulties mainly in aspect of grammar and

vocabulary of some students who were required to write composition in English. In this case, the students must be given something to increase the imagination ability and can make them interested to write a good composition. Using the series of pictures is actually a way to help them to make the composition and the writer will know how far the students' ability to make the composition based on the pictures.

Based on her personal experience, there were some difficulties in writing composition is such as the using of grammar and vocabulary. In this study, the writer focuses the analysis of the ability in writing a composition based on pictures and the students' level of ability in making a composition based on pictures. It means that in evaluating a student writing the writer just focuses on five components: grammar, vocabulary, mechanics, fluency, and form. Based on the problem above the writer would like to conduct a study on the title: **“A study on the Ability to Write Composition Based on the Pictures of the Eighth Grade Students of SMP Negeri 1 Kupang in the School Year 2017/2018”**.

1.2 Statement of the Problem

In this study the writer tries to seek and answer the following questions:

1. Are the eighth grade students of SMP Negeri 1 Kupang in the school year 2017/2018 able to write a composition based on pictures?
2. What is the level of ability of the eighth grade students of SMPN 1 Kupang in the school year 2017/2018 in writing composition based on the pictures?

1.3 Objectives of the Study

The followings are objectives of the study

1. To find out and to know whether or not the eighth grade students of SMP Negeri 1 Kupang in the school year 2017/2018 are able to write a composition based on the pictures.
2. To find out and to know level of ability of the eighth grade students of SMPN 1 Kupang in the school year 2017/2018 in writing a composition based on the pictures.

1.4 Significance of the study

This study is significant for those who have great concern in language teaching or language learning particularly the English teacher of the researched school and the writer herself, and the students.

a. For teacher

To inform the teacher about the students' ability in writing composition by using pictures.

b. For writer

This research is going to be a good input to improve and enrich her knowledge about writing composition.

c. For students

This research enables the students to improve their ability in writing composition based on the pictures.

1.5 Scope and Limitation of the Study

In this study the writer focuses her attention to five aspects to analyzing the composition in procedure text. The writer uses the series of pictures to guide students in writing the composition. The analysis is focused on the grammar, vocabulary, mechanics, fluency, and form.

1.6 Definition of Terms

Concerning with the study, there are some terms that need to be classified. Those terms are:

a. Ability

Ability is a potential or power to do something physically or mentally (Hornby, 1987: 2). In this sense, ability means the students capability in writing a composition consisting of at least three paragraphs on the topic given.

b. Writing

Lexically “writing” means any work done by someone using letters or words and a tool in hand and putting them in piece of paper (Current English Learners Dictionary).

Francis (1985) defines the term “writing” linguistically as the systematic visible and permanent representation of the auditory and transient phenomena of speech Writing is very much a part of the process of teaching writing. The term “writing” in this study means particularly the activity of students to convey their ideas concerning the topics chosen concretely and vividly, in order the readers can capture both its details and wholeness.

c. Composition

A composition is piece of writing made up of more than one paragraph and developing one idea (Arroyo, 1987:76). A paragraph is a group of closely related sentences dealing with a single topic and idea. In this study, writing composition is made by students using their own words based on the prepared pictures.

d. Pictures

In this study, picture “means” a description of something that enables someone to impress and form a mental picture” (Hornby, 1974:871)”.

e. SMP Negeri 1 Kupang

SMP Negeri 1 Kupang is one of the junior high schools that are located in jalan Cak Doko Kupang city in east Nusa Tenggara province.