

# CHAPTER I

## INTRODUCTION

### **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. Literate people who use language have a number of different abilities. They 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 language 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 well 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 writing must be taught and learned through deliberate effort.

So language comes naturally to human beings, but writing does not (Sampson,1995: 383).

Writing is a process. The writing process as a private activity 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 good compositions the writer 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 eight grade students of SMP'N 13 Kupang City , teaching writing is very needed to improve the students' ability in writing and lead to write a clear and brief composition pursuant to given pictures. By experience and observation in English class, the writer found the difficulties mainly in aspect of grammar and vocabulary of some students who are 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 pictures.

Based on her personal experience, there were some difficulties in writing composition 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 IN WRITING COMPOSITION BASED ON PICTURES OF THE EIGHT GRADE STUDENTS OF SMPN 13 KUPANG IN THE SCHOOL YEAR 2015/2016.”*

## **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 SMPN 13 Kupang able to write a composition by using pictures provided?
2. What is the students' level of ability?
3. What are the area of difficulties faced by the students in writing a composition based in guiding pictures provided?

### **1.3. Objectives of the Study**

The followings are the objectives of the study:

1. To find out whether or not the eighth grade students of SMP’N 13 Kupang in the school year 2015/2016 are able to write a composition based on pictures provided?
2. To find out students’ level of ability.
3. To find out the area of difficulties of the students in writing a composition based on the guiding pictures provided?

### **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.

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**

This study is about the students' ability in language skills. The language skills include listening, speaking, reading, writing. In this study the writer limits her attention on composition writing. The writer uses the series of pictures to guide the 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 as follows:

### **1. Ability**

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

### **2. 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 (Hornby, A.S. 1952. The Advance Learner's Dictionary of Current English London: Oxford University Press). 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 that the readers can capture both its details and wholeness.

### **3.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, composition means a piece of writing produced by students using their own words based on the pictures given.

### **4.Pictures**

In this study picture “means a description of something that enables someone to impression and form a mental picture (Hornsby, 1974:871)”. In this study, pictures are to guide the students in writing the composition.

### **5. SMPN 13 Kupang**

SMPN 13 Kupang City is one of public Junior High school in Kupang city. It is location at Frans da Romes Street, Maulafa Kupang.