

# **CHAPTER I**

## **INTRODUCTION**

This chapter deals with background of the study, statement of the problems, objective of the study, significance of the study, scope and limitation and definition of terms.

### **1.1 Background of the Study**

Language is a unique human legacy that plays the very important role in humans' life, such as in thinking, communicating ideas, and negotiating with others. Without language, the human beings will not be able to express their ideas and feelings to others. Everyone is born with the ability to use a language in their brains, and along with human growth, this ability will evolve. Using a good language is not easy, it takes a long process to learn the language before someone is finally able to use the language correctly. Language can be said as a set of rules used by humans as a tool of communication and people can be considered as the ones who have good language skills if they can set the rules of their language correctly in transforming information. English is one of the world's international languages. In Indonesia, English is the first foreign language that is why people use to learn English. As a foreign language, it is normal for students to have difficulties in learning it. In English itself, there are four basic skills that must be mastered to be considered competent in the language, namely listening, speaking, reading, and writing.

As one of four skills, writing is a skill that must be learned and mastered by students. Writing is interesting because by writing the writer can share his or her ideas and thoughts to the reader. Writing can give benefits for training and encouraging students to express themselves freely in their writing. In writing, students must understand and know vocabulary, grammar, sentence connection, sentence structure, et cetera. Sometimes the students can speak English fluently but they cannot produce good writing. Writing is more difficult than other skills since it needs more aspects. It involves many different elements such as grammar, organization of ideas, spelling, and punctuation marks. Rass (2001:30) said that writing is a difficult skill for native speakers and non-native speakers because writers must be able to write their writing in multiple issues such as organization, content, purpose, vocabularies, audience, and mechanics such as spelling, punctuation, and capitalization. It is because there are some aspects that the students should learn to make a good writing.

In senior high school, the students are expected to be able to communicate in English both in oral and written form. English subject in school is directed to improve the four skills in English, listening, speaking, reading, and writing. Based on the syllabus of senior high school in learning English, writing is an important role in learning among other skills. Students are trained to write some kinds of texts such as recount text, narrative text, expository text, and descriptive text. Students must understand and create a variety of texts. Each text has the potential to achieve communicative, structural, and language features that are different. Therefore, before teaching the students to be actively involved in understanding and creating text, the teachers need training to understand and be able to create various types of

texts. The activity to create text writing conducted the approach to the process of the writing. There are some approaches that can be used by the teachers in writing class, it all depends on the creativity of the teacher and the level of student ability. Some students can easily write one kind of text and find it very difficult to write another kind of texts, it depends on students' ability in understanding the text.

Descriptive text is one of the texts that is learned in senior high school. Descriptive text is a text that is used to figure out how a person, animal, place or thing looks like. Descriptive text is interesting because people can write their own point of view of a thing. Some people may see the same thing but how they think about the thing that they see is different. In writing a descriptive text, a writer must focus his or her writing only on one subject. For example, when a writer describes about his or her friend, he or she needs to focus on certain things about his friend and should not go too far on things outside of it. The length of a descriptive text depends on the specific details of the object being described by the writers. In writing class, teaching descriptive text can be more fun because the teacher usually uses things around the students to get their attention. The teacher asks the students to give some description of their friends, their favorite things or the famous places in the city to help the students in developing their ideas.

Students usually find some difficulties in writing descriptive text even when they have been guided by their teacher. The usual difficulties that are found by the students such as in organizing ideas, students cannot organize their idea well so their writing will be difficult to be understood. The other difficulty is in developing ideas, students may have so many ideas in their brain, but they cannot develop the ideas into words and arrange them into a good paragraph. For example, the students

want to describe their favorite place but they cannot express their ideas. The ideas are only express in a simple sentence without any other explanations. It can make the readers hard to understand the ideas about the thing the students try to describe. The other difficulties are grammar, vocabulary, and mechanic (Spelling, punctuation, and capitalization). For example, students usually make errors in using the pronoun. They occasionally use the pronoun “her” when they describe a woman and vice versa. The students also make some mistakes in vocabulary and mechanic. They usually misspelled some words or rely on circumlocutions in writing their descriptive text and put comma or full stop in inappropriate place.

Based on the explanation above, the writer would like to conduct this study under the title: **“Measuring Descriptive Text Writing Ability of the Tenth Grade Students of SMA Negeri 5 Kupang in the School Year 2019/2020”**. The writer chose the title because the writer wanted to know the ability level of the students and also about how they developed and organized their ideas in describing a person, animal, thing, place, or event.

## **1.2 Statement of the Problems**

Based on the background, the writer formulates the problem in the following questions:

1. Are the tenth grade students of SMA Negeri 5 Kupang able to write descriptive text?
2. What is the ability level of the tenth grade students of SMA Negeri 5 Kupang in writing descriptive text?

### **1.3 The Objective of the Study**

Based on the problems above, the writer states the objectives of this study as the following.

1. To find out whether or not the tenth grade students of SMA Negeri 5 Kupang are able to write a descriptive text.
2. To identify the ability level of the tenth grade students of SMA Negeri 5 Kupang in writing descriptive text.

### **1.4 Significance of the Study**

This study is useful for the writer, English teacher in the researched school, and the students.

1. For the Writer

This study gives input or information to the writer to become a better teacher in the future. The writer can improve her knowledge in writing a descriptive text.

2. For the English Teachers

Through the result of this study the teachers are able to know the level of students' achievement in writing descriptive text and know the aspects of writing descriptive text which are difficult for them.

3. For the Students

The result of this study can be good information for the students about their ability in writing descriptive text.

4. For English Study Program

The result of this study can be a reference for other students of English Study Program to do their research.

### **1.5 Scope and Limitation**

This study is about measuring writing ability. There are so many kinds of texts such as recount text, hortatory text, and narrative text. But in this research, the writer decided to analyze about the ability level of the tenth grade students of SMA Negeri 5 Kupang in writing descriptive text. There are five elements of writing to be assessed to measure the students writing ability, they are grammar, vocabulary, mechanic, fluency, and form. But in this study, the writer only focused on four elements, they are: grammar, vocabulary, mechanics, and form. The analysis is based on the criteria proposed by John Anderson stated in Hughes (1989: 91-93).

### **1.6 Definition of Term**

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

#### **1. Descriptive Text**

Descriptive text is a kind of text which describes a person, a thing, a place, or an event. The purpose of the text is to reveal some particular person, place, or thing. It is a type or part of writing that is arranged according to what it looks like or where the object is being described (Smally and Ruetten 1986).

#### **2. Writing**

Writing is a thinking process because by writing the writer can process his or her idea or thought and put them down on the paper to transform the idea or thought into structural words and coherent organization (Brown: 2001). In this study, students can convey their ideas or thoughts using descriptive text.

### 3. Ability

Ability is a potential to do something physically or mentally (Hornby, 1997:2).

In this study, ability means the capacity of students in writing a text especially in writing descriptive text.

### 4. SMA Negeri 5 Kupang

It is one of the public Senior High Schools located at Jl. Thamrin 7 Kupang in Kupang city. It is one of the role model schools in Kupang. This school has been accredited with predicate A.

