

CHAPTER I

INTRODUCTION

This chapter, presents some topics, they are background of the study, formulation of research problems, the purpose of the study, significance of study, scope and limitation of the study, definition of key terms and organization of the study.

A. Background of Study

Language is used to express our thought moreover; practically language is a means of communication with another people either orally or in written form. Mastering a language is very important for people to survive in their lives because a human is social creature, so they need a language to communicate each other.

English is one of language around the world in which today it is as an international language. It an international language, it used by almost people around the world to communicate. Student who is learning English should master both of language components and language skills. The language components cover three aspects: grammar, vocabulary and pronunciation. Meanwhile, there are four skills of english, Reading, Listening, Speaking and the last skill is Writing. So the learners of English language should understand and master both of language components and language skill. In learning English, writing is complicated skill to learn, because practically to write involves some aspects, such as organization,

vocabulary and structure. That almost the language learners get difficulties in writing process is a real fact. Most of the English learners might agree that writing is the most difficult skill to master (Harsyat et al: 2009).

Writing is a very important activity for everybody especially for the students, because a human will be always remembered because of his/her writing. Furthermore the students are the next generation who will give contributions to the future through their knowledge and experience. The ability to write is very important for the academic context, business and personal relation in the global community (Weigle, 2002:1). This is the reason why the students should master writing skill.

There are many kinds of texts that should be mastered by the students; one of them is a descriptive text. Descriptive text is used to describe everything in the world, so descriptive text is drawing everything in written form. In fact making a descriptive text is not easy for some students; consequently the majority of the students cannot describe something clearly.

The students should be able to write a descriptive text when they sit on the first year in senior high school, as it is stated in the syllabus of the first year in senior high school. The fact shows that on the generic structure of descriptive text is easier than another kind of text as like narrative text, even though both of them are learnt by the first year students in senior high school. It becomes a problem when the student can't write a descriptive text well when they have to learn another text.

The generic structure of descriptive text is divided into two parts, introduction and identification. Meanwhile the grammar rule of descriptive text is using simple present tense. It is more simple than the generic structure of narrative in which it consists of some parts; orientation or introduction, rising problem, climax, problems solving and ending or reorientation.

Descriptive text is very important because the purpose of descriptive text is to describe something like person, animals and place. So mastering descriptive text can support the students when they want to describe something. Descriptive text is a general text where it can be included to another text. On the other hand, mastering descriptive text will help the student to make another kind of text such like narrative text, recount text and report text. For example in narrative text when the students want to make the readers interested in it they must be able to make the text with a good detail. It demand the students to explain something in details.

Last year when the researcher conducted a PPL Program at MAN Rejoso, most of some tenth grades students cannot make a descriptive paragraph clearly. The majority of the students have linguistic problems as it is shown in the sentence “My home has tree bad room” and My car have four seat.” The two examples above shows that the students cannot write a descriptive text well based on the rule of grammar and the generic structure of descriptive text. So the researcher is curious about this

phenomena which happens at MAN Rejoso especially for the tenth grade students of Natural Science Class 2 (X IPA 2).

From the background above, the researcher is interested in conducting a research dealing with the writing skill of the students “A Study on Ability and Problem in Writing Descriptive Text of Tenth Grade Students”.

B. Formulation of the Research Question

Referring to the background of study above, this study is directed to answer the following research question.

1. How is the description of writing descriptive text ability of the tenth grade students of MAN Rejoso Peterongan Jombang?
2. What linguistic problems in writing a descriptive text are possessed by the tenth grade students of MAN Rejoso Peterongan Jombang?
3. What non linguistic problems in writing a descriptive text are possessed by the tenth grade students of MAN Rejoso Peterongan Jombang?

C. Purpose of the Study

Based on the formulation of the problem above, this study is aimed:

1. To elaborate writing descriptive text ability of the tenth grade students of MAN Rejoso Peterongan Jombang.
2. To describe linguistic problems in writing a descriptive text possessed by the tenth grade students of MAN Rejoso Peterongan Jombang.

3. To investigate non linguistic problems in writing a descriptive text possessed by the tenth grade students of MAN Rejoso Peterongan Jombang.

D. Significance of the Study

It is expected that the result of the study will be useful for:

1. The students

The students can enrich their knowledge and skill in writing a descriptive text and they will understand the importance of learning in writing a descriptive text.

2. The teachers

The teacher can understand what students' problem both of linguistic aspects and non linguistic aspect, so the teacher can find the way how to solve the problem.

3. The future researcher

The future researchers who have similar focus study can use this research as additional reference.

E. Scope and Limitation

There are many kinds of text writing, such as narrative text, recount text, procedure text and etc. The scopes in this study are describing students' ability in writing a descriptive text and students' problem in writing a descriptive text related to linguistic and non linguistic aspects. In this research, the researcher limits the study only to description of students' ability and their problems in writing descriptive text at tenth

grade students of Islamic senior high school (MAN) Rejoso Peterongan Jombang.

F. Definition of Key Term

1. Writing Descriptive Text

It is an activity to write a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Writing Problem in Descriptive Text

It is the problems faced by the students when they write a descriptive text in the term of linguistic and non-linguistic problems.

a. Linguistic problem is students' problem in writing a descriptive text related to the scopes of linguistic study, such as grammar, diction, and spelling.

b. Non linguistic problem is students' problem in writing a descriptive text unrelated to the scopes of linguistic study, such as content, and organization aspect.

G. The Organization of the Thesis

This thesis contains five chapters, they are:

Chapter I (Introduction) includes background of the study, research problem, the purpose of the study, significance of the study, scope and limitation of the study, definition of key term, and organization of the study.

Chapter II (Review of Related Literature) includes the theories that are related and support the analysis.

Chapter III (Research Methodology) includes research design, data and data source, data collecting method, technique of data verifications and data analysis.

Chapter IV (Research Findings) includes data presentation and research finding on the study.

Chapter V (Discussion) includes Students' ability in writing a descriptive text, Students' linguistic problems in writing a descriptive text, Students' non-linguistic problems in writing a descriptive text

Chapter VI (Conclusion) includes conclusion and suggestion. It presents conclusion of analyzed data and suggestion related to the research findings.