

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the reason for choosing the topic, the statement of the problem, the objective of the study, the hypotheses of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

As a universal language, English has an important part in some sectors in the world such as society, technology, job, etc. In society, it is the general language that is used by many people, so that it becomes the requirement to get scholarship. While in technology sectors, computer, smartphone, and internet also use English as the product language because the producers of technology aware that English is a language which is accepted by many people, so they use it in their products. In job sector, in this globalization era in which the job sector grows and progresses in expanding its scope to cross-country and job and career opportunities are very wide, then only people who have good English will be able to take this golden opportunity. So it is no longer surprising that English has important part in every single sector in the world.

Indonesia is one of the countries that decides English as the foreign language. It is a foreign language which is learned by the students of elementary school up to university. However, based on the Regulation from Ministry of

National Education in Indonesia No. 22 of 2006 on the content standard for the basic and middle educational units, English is an obligatory subject only for junior high school up to university. While in elementary level, it is not an obligatory subject.

Related to the mandatory, the junior and senior high school students must learn English, so they are hoped to master it. The skills that they must master are listening, speaking, reading, and writing. Besides, in learning a language, there are three elements of language that can not be ignored, they are lexical, phonology, and grammar. Lexical relates to the word or vocabulary of a language. In learning a language, students' need many vocabularies that help them to express what they want to say. While, phonology relates to how speech sounds (spelling) are organized and used in a language. Every language always changes, including English. One spelling system corresponds to the language denoted at the time the spelling is created. Therefore, students must adjust the spelling constantly along with the development or sound changes in the language denoted. The last element is grammar. Grammar determines how words are arranged to form meaningful units (Coghill and Magendanz, 2003). It is said to be the most difficult English component for students. The general reason is because they must have the ability to identify and remember the patterns. In grammar, they must also remember about singular and plural nouns, countable and non-countable nouns, be verb, action verb, adjective, adverb, pronouns, and article. While in senior high school, the students who understand grammar can be seen from their ability in

recognizing text. Their recognition will be proved through their writing. The ability to write good sentences is based on their grammar mastery.

In curriculum 2013, students of senior high school learn many types of text. Descriptive is one of text type should be mastered. Mukarto (2007) states that descriptive text is a text where someone is required to describe someone, place, or something. In this text, they are also challenged to describe someone or something in specific and detail. So that, the readers can imagine the objects based on the writers' description. One of the language features of descriptive text is simple present tense. Simple present tense is part of grammar. It is used to describe daily habits, unchanging situations, general truths, and fixed arrangements.

Based on the researcher's school teaching practice experience in one of private schools in Semarang, students still had difficulties to distinguish subjects and their verbs, such as to be master "verb" or "to be" in simple present tense. They are also difficult to differentiate the use of "be" and the use of "verb". For example, they often created a sentence: "Mita go to cinema", while the correct one is "Mita goes to cinema" and the other example is "Devani have pointed nose", than "Devani has pointed nose". As the result, that habit influences their writing of descriptive text.

Based on the reality above, the reseacher had a research entitled "The Correlation between Simple Present Tense Mastery and Students' Writing Ability in Descriptive Text at SMA Islam Sultan Agung 1 Semarang.

1.2 Reason for Choosing the Topic

This research was selected based on a reason where in curriculum 2013, students learned about descriptive text. To write the descriptive text they had to master simple present tense as its language features. So, the researcher wanted to find out the correlation between simple present tense mastery and students' ability in writing descriptive text.

1.3 Statement of the Problem

Based on the background above, the statement of the problem is:

Is there any correlation between simple present tense mastery and the students' ability in writing descriptive text?

1.4 Objective of the Study

The objective of this research is to find out the correlation between simple present tense mastery and the students' ability in writing descriptive text.

1.5 Hypotheses of the Study

Hypotheses is a researcher's tentative prediction of results of the research finding. It states the researcher's expectations concerning the relationship between the variables in the research problem (Airasian and Gay, 2000). There are two types of hypothesis namely null hypothesis and alternative hypothesis. A null hypothesis (H_0) is the hypothesis of choice when there is little research theoretical

support for a hypothesis. While alternative hypothesis (H_1) is a statement of what a hypothesis test is set up to establish.

The hypotheses of this study are as follows:

H_0 : There is no correlation between simple present tense mastery and students' ability in writing descriptive text.

H_1 : There is a correlation between simple present tense mastery and students' ability in writing descriptive text.

1.6 Limitation of the Study

In this research, the writer focused on the correlation between simple present tense mastery and the students' ability in writing descriptive text of the tenth grade students at SMA Islam Sultan Agung 1 Semarang.

1.7 Significance of the Study

In this research, there are two parts of significance of the study; they are pedagogical significance and practical significance.

1. Pedagogical Significance

a. For Teacher

The result of this research can give a hint to the teachers about the ability of their students in descriptive writing, so that the teachers can pay attention in teaching simple present tense and descriptive text.

b. For Students

The students can improve their simple present tense and descriptive writing.

2. Practical Significance

a. For Teacher

The result of this research is as feedback to make the teaching instruction of the teachers better.

b. For Students

The result of this research is as feedback to motivate the students to improve their English, especially in simple present tense and description text.

c. For Researcher

The result of this research is as feedback to upgrade the researcher's understanding in English, especially in simple present tense and descriptive text.

1.8 Definition of the Key Terms

The definitions of key terms are very important to the readers in order to avoid ambiguity and misunderstanding of the meaning of the topic. The researcher gives the definition of the key terms of the study as follows:

a. Simple present tense mastery

Simple present tense mastery is one of the ways to know how far the students understand about grammar. (Amal, 2012)

b. Writing

Writing is a process of exploring one's thoughts and learning from the act of writing itself from what thoughts are. (Kate and Guy, 2003)

c. Descriptive text

Descriptive text is a text that paints a picture by using words (Tompkins, 1994).

1.9 Organization of the Study

This final project has five chapters. Every chapter has different sub chapters. The arrangements of the research are as follows:

The first chapter is Introduction that consists of Background of the Study, Reason for Choosing the Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses of the Study, the Limitation of the Study, the Significance of the Study, the Definition of Key Terms, and the Organization of the Study.

The second chapter is the Review of Related Literature. The writer explains about Writing, Descriptive Text, Simple Present Tense, and the Previous Studies.

The third chapter is Research Method that consists of the Research Design, the Subjects of the Study, the Variable of the Study, the Instruments of the Study, the Data Normality, the Linearity, the Technique for Collecting the Data, and the Data Analysis.

The fourth chapter is Finding and Discussion that consists of the School's Profile, the Descriptive of Respondents, the Instrument Analysis, the Analysis of Data Collection, the Correlation Analysis, and the Discussion.

The fifth chapter is Conclusion and Suggestion.