

**STUDENTS' LEXICOGRAMMATICAL PROBLEMS IN
WRITING A DESCRIPTIVE TEXT: A STUDY AT
GRADE XI STUDENTS OF SMA N 1 BATIPUH**

THESIS



By

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ABSTRAK

Hendrita, Rini. 2015. Masalah *Lexicogrammatical* Siswa dalam Menulis *Descriptive Text* pada Kelas XI SMA N 1 Batipuh. Tesis. Program Pascasarjana Universitas Negeri Padang

Banyak siswa kelas XI SMA N 1 Batipuh yang menghadapi masalah dalam menulis *descriptive text*. Dengan menganalisa kemampuan menulis siswa, akan membantu menemukan masalah mereka dan penyebab masalah tersebut. Sehingga peneliti tertarik untuk menganalisa kemampuan siswa dalam menulis *descriptive text*, masalah yang mereka hadapi dan penyebab dari masalah tersebut. Penelitian ini bertujuan untuk mengetahui kemampuan siswa dalam menulis *descriptive text*, masalah-masalah *lexicogrammar* yang dihadapi siswa dalam menulis *descriptive text* dan penyebab masalah tersebut.

Penelitian ini adalah penelitian deskriptif. Subjek dalam penelitian ini adalah siswa kelas XI IPA SMA N 1 Batipuh. Instrument yang digunakan sebagai alat pengumpul data adalah tes menulis dan wawancara. Data kuantitatif diperoleh dari tes menulis yang dilaksanakan di kelas. Data kualitatif diperoleh dari wawancara yang dilakukan terhadap siswa dan guru bahasa Inggris. Data kuantitatif dan kualitatif tersebut dikelompokkan berdasarkan indikatornya masing-masing. Hasil dari analisis data kuantitatif dan kualitatif diinterpretasikan dan menjadi temuan penelitian.

Dari hasil penelitian, ditemukan bahwa kemampuan siswa dalam menulis *descriptive text* adalah cukup dengan nilai rata-rata 1.53 pada rentangan 1,1-2. Meskipun nilai rata-rata siswa dikategorikan cukup, siswa juga menghadapi masalah dalam menulis *descriptive text*. Masalah-masalah mereka berhubungan dengan penggunaan *simple present tense*, *adjective*, *attributive have dan has*, *noun*, *linking verb*, *preposition*, *pronoun*, and *adverb*. Penyebab masalah tersebut adalah interfensi bahasa pertama, kurangnya pengetahuan siswa tentang grammar, kurangnya kosakata, dan rendahnya frekwensi latihan menulis.

ABSTRACT

Hendrita, Rini. 2015. Students' Lexicogrammatical Problems in Writing a Descriptive Text: A Study at Grade XI Students of SMA N 1 Batipuh. Graduate Program of Padang State University.

Many students of class XI at SMA N 1 Batipuh faced problems in writing descriptive text. Analyzing the students' ability in writing descriptive text would help to find out their problems and the causes of the problems. Therefore, the researcher was interested in analyzing the students' ability in writing descriptive text, their problems and causes of the problems. This research was aimed to find out the students' ability in writing descriptive text, the students' lexicogrammatical problems in writing descriptive text and the causes of the problems.

The design of research was descriptive. The subject of the research was the students of class XI IPA at SMA N 1 Batipuh. Instruments used to collect the data in this research are writing test and interview. The quantitative data were from the writing test conducted in the class. The qualitative data were from the result of interview done to the students and English teachers. The quantitative and qualitative data were grouped based on the indicators. The result of quantitative analyzing and qualitative analyzing were interpreted to get the result of the research.

From the result of the research, it is found that the students' ability in writing descriptive text was fair with the average score was 1.53 in range of 1,1-2. Although the students' ability was fair, the students also faced some problems in writing descriptive text; they are: the use of simple present tense, adjective, attributive have and has, noun, linking verb, preposition, pronoun, and adverb. It was found that the factors which caused the students' problems were interference of first language, lack of knowledge about grammar structure, lack of vocabulary and low frequency of practicing writing.

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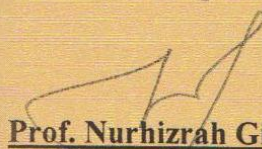
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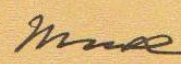
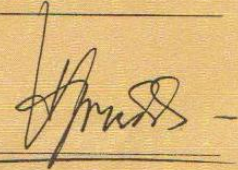


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Saya yang menyatakan,



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The writer

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Writing is essential to be mastered by English learners because this is a form of thinking. It means that writing is one of the language skills to express idea, thought, feeling and opinion in written form. Writing skill becomes more important because of the progress of knowledge, information, and technology. In this information era, people intensify their communication throughout the world for doing business, politic, social relationship, and culture exchange. Those who can write well will be able to build good relationship with others and pursue their goals. In addition, in academic context, writing needs to be learnt because it is needed to have better school graders.

Since writing is important, there are some types of text which are stated in syllabus for SMA students, namely: recount, narrative, procedure, news item, descriptive, review, report, analytical exposition, discussion, hortatory exposition, and spoof text. Those texts have different social function, generic structures, and lexicogrammatical features. For descriptive, its social function is to describe a particular person, place or thing. In addition, its generic structures are identification and description. Moreover, its lexicogrammatical features are focused on specific participants, use of simple present tense, use of nouns, use of pronouns, use of adverbs, use of attributive *has* and *have*, use of linking verbs,

use of preposition, and use of adjectives. Descriptive text has been taught at SMP and SMA grade ten, so that grade eleven students of SMA are expected to be able to produce this text.

In producing a good text, there are some considerations that should be considered by the students. One of them is appropriateness of vocabulary. When the students want to express their ideas in a written form, they need to be able to use the vocabulary of language appropriately. By using appropriate words, the ideas can be understood easily so that the readers can understand the writers' message. Using the vocabulary, may not be easy for the students who do not understand the meaning of the words that they will use in their writing. In fact, many English words have similar meanings and different meanings with different contexts. In other words, the students should consider the context in order to use appropriate words. When the students do not understand the meaning of the words that they use in their writing and do not consider the context, they will face difficulty to use the words appropriately.

Beside appropriateness of vocabulary, grammar rule is also very important in writing. Richard and Renandya (2002: 145) explain that grammar is the rule of language which is too important to be ignored. When the students do not consider grammar on their writing, they will arrange messy sentences. In fact, the sentences on their writing will be meaningless. In other words, dealing with writing the text, it is necessary for the students to consider the lexicogrammatical

features of the text. It is because the accuracy of the language can make the readers comprehend the text they read. Thus, the students have to consider the lexicogrammatical features of the text to make the readers understand the writer's intended meaning.

Since writing is a complex skill, the students who learn writing have some problems in writing especially in writing descriptive text. Based on the preliminary data which were taken from students' tasks on June, 4th 2014, there were some problems faced by the students of grade XI of SMA N 1 Batipuh in producing descriptive text. First, the students had problem in using English vocabulary. It is indicated that 19 (73%) of the students used inappropriate words on their writing. For example, one of the students wrote '**my cat is very tame to me**' instead of 'my cat is so close to me'. The data shows that the students got confused in choosing the appropriate words when they wrote a text. Besides, the students ignored the importance of context to choose the appropriate words to express their ideas. In short, the students were not able to use the right words to say something in the right way.

Second, the students had problem in using lexicogrammatical features of the text. It was around 20 (80%) of the students made lexicogrammatical errors on their writing. From their writing, it was indicated that the students did not know how to use preposition, adjective, adverb, correct verb, and noun. In addition, most of the students got confused to differentiate between verbal and

nominal sentence and the use of singular/plural form. They just put them all together. As a result, what actually they meant could not be understood. For example, one of the students wrote “**I am very like my cat. She name is Manis. It have a fur soft**”. In those sentences, the student made errors in constructing verbal sentence, using possessive, and noun phrase. The student did not use **am** because s/he made verbal sentence. Then, the word **she** is not appropriate since the student wanted to tell the possessive one. She must use **its** instead of **she**. Besides, the student did misordering of words to make noun phrase. In fact, she should write **it has soft fur**. Therefore, it can be said that the students did not consider the lexicogrammatical features of the text when they were writing.

Third, the students also had problems in using generic structure of the text. The data showed around 40% of the students made errors in generic structure. Some of the students did not know how to start their writing that reflects the identification of the text. They jumped directly to the description of the text without stating the identification of the text. In fact, it should be started by identification and then followed by the description of the text.

Based on the researcher’s interview with the English teacher in SMA N 1 Batipuh, the problems faced by the students stated above are caused by some factors. The teacher said that there were some factors caused the students’ problems. First, the students had lack of motivation to write descriptive text. That’s way, if there was a writing task, some of the students were cheating and

sometimes, they just wrote any sentences. Second, the students did not use a good strategy when they were writing descriptive text for example they didn't write the draft and they didn't write some points that they want to express on the paper. Third, the students had less of knowledge about components of descriptive text. Related to the components of descriptive text, the students had less of knowledge to use generic structure, and to use lexicogrammatical features of the text.

In order to help students in writing descriptive text, their ability, their problems and the causes of the problems need to be analyzed. Analyzing the students' ability in writing descriptive text would help to find out their problems and the causes of their problems in writing descriptive text. Therefore, the researcher was interested in analyzing the students' ability in writing descriptive text, their problems and the causes of the problems.

B. Identification of the Problem

Based on the background of the problem above, there are some writing problems that can be identified. First, the students had problems in using vocabulary. In other words, they could not use English words appropriately in their writing. Second, the students got confused in using lexicogrammatical features accurately when they write. They just put some words together in a sentence and didn't know about how to use preposition, adjective, adverb,

possessive, and singular/plural form. Third, the students had problem in generic structure of the text. They did not know how to start their writing well. Moreover, the problems above occurred because of some factors. First, the students' motivation to write is still low. They tend to cheat to their friends when the teacher asked them to write. Second, the students do not use the good strategy when they are writing descriptive text. Third, the students have less of knowledge about components of descriptive text; generic structure and lexicogrammatical features of the text.

C. Focus of the Research

Based on the problems identified above, the focus of this research was the students' ability and students' lexicogrammatical problems in writing descriptive text. It was done by looking at the students' writing of descriptive text. Besides, this research had sub focus which is to see the factors which cause the students' lexicogrammatical problems on their writing.

D. Formulation of the Problem

The problem of this research is formulated in this following question:
“What are the students' lexicogrammatical problems in writing descriptive text in class X1 at SMA N 1 Batipuh?”

E. Research Questions

Based on the formulation of the problem mentioned above, the research questions are stated as follow:

1. What is the ability of the students in writing descriptive text concerning their lexicogrammatical features in class X1 at SMA N 1 Batipuh?
2. What are the lexicogrammatical problems faced by the students in writing a descriptive text in class X1 at SMA N 1 Batipuh?
3. Why do the students have lexicogrammatical problems in writing a descriptive text in class X1 at SMA N 1 Batipuh?

F. Purpose of the Research

Based on the research questions stated previously, the purposes of this research are to find out:

1. the ability of the students in writing a descriptive text concerning their lexicogrammatical features in class X1 at SMA N 1 Batipuh.
2. students' lexicogrammatical problems in writing a descriptive text in class X1 at SMA N 1 Batipuh.
3. factors caused the students' lexicogrammatical problems in writing a descriptive text in class X1 at SMA N 1 Batipuh.

G. Significance of the Research

This research is expected to give some contributions and considerations:

- a. Practically, this research finding is expected to give information to the teachers in developing students' quality in learning English especially in writing descriptive text. Therefore, the teachers can try to guide the students to the right way in writing descriptive text. Moreover, by knowing the students' ability, and problems in writing descriptive text, the English teachers can help the students to overcome their difficulty in writing descriptive text.
- b. Theoretically, the research can be used as the reference for those who want to conduct a research in writing, especially in writing descriptive text.

H. Definition of the Key Term

To avoid confusion of the readers in understanding the topic that is discussed, the researcher describes some key terms involved:

1. Writing: an activity for the students to express their ideas or thought by inventing their ideas, organizing the ideas, and paying attention to the mechanism, vocabulary, and grammar to produce a good text.
2. Lexicogrammatical problems: the students' problems to use the structure of the language accurately in writing which make the sentences difficult to be understood.
3. Descriptive text: a text that function to describe a particular person, place or thing.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings above, there are three things that can be concluded. First, the students' ability in writing descriptive text at grade XI IPA SMA N 1 Batipuh was fair. It means that there are some lexicogrammatical features of descriptive text used inappropriately.

Second, there are some lexicogrammatical problems faced by the students in writing descriptive text. Their problems from the lowest score up to the highest score were; the use of simple present tense, adjective, attributive have and has, noun, linking verb, preposition, pronoun, and adverb. The students had problems in using lexicogrammatical features of descriptive text because they didn't use the lexicogrammatical features of the text appropriately.

Third, there were some factors caused the students' problems in writing descriptive text. They were interference of first language, lack of knowledge about grammar structure, lack of vocabulary, and low frequency of practicing writing.

B. Implication

Based on the conclusions stated above, there are some implications that can be drawn. First, school and National education of Batipuh should prepare the facilities for the teachers and the students to practice the writing in the classroom. If the facilities are available in the classroom, the process of practicing writing will be fun activity for the students and also for the teachers. Second, there should be a writing competition done by school and national Education of Batipuh at least once a month. By joining a writing competition, the teachers will be more active in encouraging their students to practice their writing not only in the class but also outside the classroom. Third, the English teachers should give feedback or reward for their students' writing in order to improve the writing ability. By giving some rewards to the students' writing, it will give motivation to the students in developing their writing become better for the next time. Beside giving a reward, the teachers should distribute the students' writing after giving the correction. That's way the students know their errors in writing and for the next time they will not do the same error.

C. Suggestion

Based on the findings and conclusion of this research, the researcher would like to give some suggestion as follows:

1. In order to improve students' ability in writing descriptive text concerning their lexicogrammatical features of the text, it is suggested for the students and teachers to discuss deeply the lexicogrammatical features of text before coming to write descriptive text.
2. It is suggested that the teachers should give feedback or reward for the students' writing. Then, after writing the teachers and the students check the students' writing together. So that they know their mistake and do not do it in the next writing.
3. It is also suggested that the teachers should give high frequency of practicing writing to their students. So, the students can practice their writing easily. Then, the teacher should encourage their students to enrich their vocabulary. So it will help them in writing the text.

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