

**STUDENTS' ABILITY IN WRITING THE SHORT BIOGRAPHY TEXTS
AT SMAN 1 PARIAMAN IN THE 2015/2016 ACADEMIC YEAR**

Thesis

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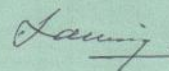
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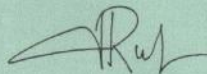
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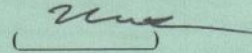
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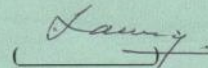
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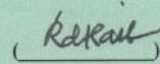
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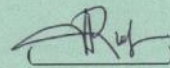
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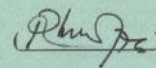
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ABSTRAK

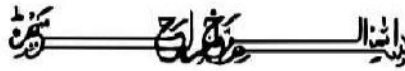
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Abstrak

Penelitian ini merupakan penelitian tentang kemampuan menulis teks biografi sederhana oleh siswa kelas XI SMA berdasarkan dua aspek terkait kemampuan menulis yaitu struktur teks dan struktur kalimat. Penelitian ini bertujuan untuk mengetahui tingkat kemampuan siswa dalam menulis teks biografi sederhana. Desain penelitian yang digunakan adalah penelitian deskriptif. Populasi dari penelitian ini adalah seluruh siswa kelas XI IIS di SMA Negeri 1 Pariaman tahun ajaran 2015/2016 yang terdiri dari 1 kelas unggul (XI.IIS.1) dan 2 kelas reguler (XI.IIS.2 dan XI.IIS.3) dengan jumlah total 101 siswa. Pengambilan sampel dilakukan dengan menggunakan teknik *proportional stratified random sampling* sehingga didapat 20 siswa dari kelas XI.IIS.1, XI.IIS.2, dan XI.IIS.3 sebagai sampel. Instrument yang digunakan adalah tes menulis teks biografi sederhana sebanyak 3-4 paragraf tentang Soekarno selama 90 menit (dua jam pelajaran). Tulisan siswa dianalisis menggunakan rubrik menulis terkait struktur teks dan struktur kalimat dari teks biografi sederhana. Berdasarkan penelitian ini, skor yang dihasilkan adalah 2.89 sehingga rata-rata kemampuan siswa dalam menulis teks biografi sederhana sudah berhasil memenuhi Kriteria Ketuntasan Minimal (KKM) yang berlaku di SMAN 1 Pariaman, yaitu B dengan skor minimal 2.85. Kemampuan menulis tersebut dipengaruhi oleh berbagai hal diantaranya ketelitian siswa dalam menyajikan informasi tokoh, wawasan siswa terhadap kisah hidup tokoh, keluwesan siswa dalam mengekspresikan pendapat pribadinya terkait kisah hidup tokoh, serta kecakapan siswa dalam menggunakan *simple past tense* dan *transition*. Oleh sebab itu diharapkan pada siswa untuk terus berlatih dalam meningkatkan kemampuan menulis teks biografi sederhana, sehingga mereka akan lebih terbiasa untuk menceritakan kembali referensi-referensi yang sudah dibaca dan mengungkapkan pendapat pribadinya, seperti dalam penulisan skripsi kelak. Disamping itu, guru diharapkan juga untuk dapat berperan aktif dalam membimbing siswa memahami penggunaan *simple past tense* dan *transition* melalui teknik-teknik pengajaran yang mudah dimengerti siswa.

Kata kunci : kemampuan menulis, menulis, teks biografi sederhana

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Let's praise to Allah SWT who has given the researcher strength and chance in finishing this thesis entitled "Students' Ability in Writing The Short Biography Texts at SMAN 1 Pariaman in the 2015/2016 Academic Year". Shalawat and greeting may be upon the prophet Muhammad SAW.

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CHAPTER I

INTRODUCTION

1.1 Background of Problem

English is divided into four major skills to be taught. They are listening skill, speaking skill, reading skill, and also writing skill. Moreover, writing becomes a crucial skill to be mastered since the senior high school students will write for various reasons even after they graduate. For examples, they will write for essay of scholarship application, for thesis, for job application letter, for working-sheet report, for pen letter or e-mail, for article in a newspaper or a blog, or even for becoming a writer. Unfortunately, writing is not a naturally acquired skill but a learned behavior. Therefore, the senior high school students need a set of practices to master the writing skill.

Furthermore, the practices of writing skill can be encountered by the senior high school students through teaching writing. In detail, in teaching writing at senior high school, the students are assigned to compose a text, to explore and generate their ideas, and to apply grammatical concepts that they have learned. Students' writing can then examine their achievement in fostering the learning and integrating the new information with previous materials that are tied for each grade according to the curriculum occupied in the school. For instance, there are eight types of texts of teaching writing for the second grade students at SMAN 1 Pariaman based on the *Kurikulum 2013*. One of them is the short biography text which tells a famous person's life story.

Moreover, the short biography text is chosen for this research regarding to academic and personal consideration. Academically, comparing with other type of texts, a short biography text stands out as a more essential type of text in the *Kurikulum 2013*. It is not only taught for the first grade students (*Kelas Wajib*), but also for the second grade students (*Kelas Wajib* and *Kelas Lintas Minat*) and with a longer time allocation (4x2 *JP*). Personally, its social function is likely in line with the *Kurikulum 2013's* goal at giving a real model to be exemplified by students in their real life so that it is not only telling students what a good behaviour narratively, but also showing them how to behave well through a famous person's life story. In short, it points out that the short biography text plays a substantial role both for the academic purpose at fulfilling the curriculum demand and also for the personal application since "Biography is also important in determining ways to enhance quality of life" (Birren, et. al., 1996: 2).

Furthermore, the short biography text is also composed with the text structure and the sentence structure. Based on SMAN 1 Pariaman teachers' teaching guideline and the researcher's collected literature, there are some indicators that should be fulfilled. The WHO (who he/she is), WHEN and WHERE (when and where he/she was born) as the general information for introduction. Next, the life events are elaborated based on WHAT (what happen to him/her) for the body of a short biography text. Then, the closing remark consisted of personal opinion as HOW (how the writer thinks about him/her) and WHY (why the writer thinks like that) for conclusion. Moreover, the short biography text should also be composed with a good sentence structure which

focouses on the use of simple past tense since it tells about past experiences of a famous person, includes the use of transition, and also arranges in a chronological order. However, these criteria are the elements that build the entire text into a desired short biography text.

Unfortunately, those criteria fail to be gained as the researcher found through a preliminary research while conducting the teaching practice at SMAN 1 Pariaman which implements the *Kurikulum 2013*. According to students who have learned a short biography text, it is found that they are feeling somewhat compelled to write a short biography text because the topic or the person they are going to write fails to catch their attention. In other words, they are not given an opportunity to sort the interesting life events of that person since it has already been fully defined by the teacher. Consequently, they then just write it recklessly or cheat their friends' writing to submit the task. These actions then affect to their short biography writing proven by a number of mistakes occurs in the text they composed due to the writer's interest which is one crucial aspect that needs to be taken into account but sadly being put away by the teachers. In line with this notion, concluding what Rollyon (2013) argued about the writer's interest, therefore, considering the writer's interest is supposed to encourage students to write the short biography writing better since they are writing it in a more enjoyable activities, not merely for accomplishing the task. In short, the students' true ability in writing a short biography text has not been assessed appropriately since that one important aspect, which is the writer's interest, is being neglected.

In addition, according to three second grade's English teachers, there are several problems dealing with the students' writing. First, generally the text structure is not well-organized because students sometimes forget to complete the general information (WHO, WHEN, or WHERE indicators) in the introduction so that the readers' attention is distracted to continue reading the rest of writing. After that, they also asynchronously elaborate the life events (WHAT indicator) by plunging back and forth in the body of a short biography text that may trigger a perplexity in understanding the life story. Next, they tend to neglect the closing remark based on their own personal feeling (HOW and WHY indicators) which are peculiarly supposed to thrill the readers after reading the entire text through a motivational or an inspirational statement proposed in the conclusion.

Moreover, the sentence structure of a short biography text can not be tossed aside since grammar is also a part of the teaching. Although the simple past tense is dominantly used in a short biography text since the life stories happened in back of time, but some students erroneously use the simple past tense to state the closing remark in expressing their own feeling or personal opinion. They also misspell a letter when change the verb 1 into verb 2 or unchange the verb 1 into verb 2. They then sometimes carelessly misplace the events based on the life topic in each paragraphs so that the short biography text is not ordered chronologically. Next, they also rarely include the transition to chain their ideas in attempt to weave a more captivating story. Hence, it corroborates that the students' short biography writing are not suitable based on the criteria of a good biography text viewed from its text structure and its sentence structure.

So, based on the preliminary research, it can be drawn to a conclusion that the problem is the students' true ability in writing the short biography texts has not been revealed yet since they are not given an opportunity to explore their own interest about the person they are going to write which then leads to a bearing upon their short biography writing in the form of composing the text structure and the sentence structure. Furthermore, the research is then focused into students' ability in writing a short biography text dealing with of text structure and sentence structure since "writing ability was critical to their academic success as they were required to produce many academic writing tasks" (Kansopon, 2012: 86) by maintaining a consideration of students' interest related to the person they will write later on. In addition, a number of common problems presumably contains in students' short biography writing are also taken into account in order to find a way to cope with students' difficulties in writing a short biography text.

In conclusion, the students' true ability in writing a short biography text is not known yet. Thus, the researcher is interested to conduct this research in attempt to provide a plausible solution to the problem ascribed above. Regarding to student's innate knowledge of the topic established in the test, therefore, the research is confined to the second grade of social program students' ability at SMAN 1 Pariaman in the 2015/2016 academic year in writing a short biography text viewed from its text structure and its sentence structure including the common problems that students made in their short biography writing.

1.2 Identification of Problem

Based on the background of problem, there were two problems appear in writing a short biography text at the second grade students at SMAN 1 Pariaman in the 2015/2016 academic year. *First*, students' short biography writing was not assessed appropriately so that students' ability in writing the short biography texts has not already been obtained yet. *Second*, students made a number of mistakes in writing the short biography texts dealing with the text structure (introduction, body, conclusion) and the sentence structure (simple past tense, transition, chronological order).

1.3 Limitation of Problem

The problem in this research was limited to an analysis of the second grade of social program students' ability in writing a short biography text at SMAN 1 Pariaman in the 2015/2016 academic year dealing with its text structure (introduction, body, conclusion) and its sentence structure (simple past tense, transition, chronological order) including the common problems that students made in their short biography writing.

1.4 Formulation of Problem

The problem of this research was formulated as follows:

“How was the ability of the second grade of social program students at SMAN 1 Pariaman in the 2015/2016 academic year in writing a short biography text dealing with its text structure (introduction, body, conclusion) and its

sentence structure (simple past tense, transition, chronological order) including the common problems that students made in their short biography writing?”

1.5 Research Questions

The problems of this research were elaborated in the following questions:

1. How was the ability of the second grade of social program students at SMAN 1 Pariaman in the 2015/2016 academic year in writing a short biography text dealing with its text structure (introduction, body, conclusion) and its sentence structure (simple past tense, transition, chronological order)?
2. What were the common problems made by the students in their short biography writing?

1.6 Purpose of Research

The purpose of this research was to find out the ability of the second grade of social program students at SMAN 1 Pariaman in the 2015/2016 academic year in writing a short biography text viewed from its text structure (introduction, body, conclusion) and its sentence structure (simple past tense, transition, chronological order) including the common problems that students made in their short biography writing.

1.7 Significance of Research

This research was worth researching because it offered benefit for both theoretical and practical contribution. Theoretically, the finding of this research was aimed to give a significant contribution to the development of teaching English, particularly in writing. It also could be extended as a comparative study or as a referent for the similar research. Practically, for teachers, it was expected to offer an evaluation in the teaching of a short biography text. Then, for students, it might enlarge their understanding about short biography text. Next, for researcher, it experienced the researcher in how to conduct a research. After that, for other readers, it could enrich their knowledge related to a short biography text particularly.

1.8 Definition of Key Terms

It was important to put a clear definition of some key terms used in this research to avoid misunderstanding. The following definitions might be useful:

1. Students' writing ability: the students' scores in writing a short biography text
2. Short biography text: a text about a person's life story written by another
3. Text structure: the elements (introduction, body, conclusion) that build the entire short biography text
4. Sentence structure: the grammatical aspects in writing a short biography text (simple past tense, transition, chronological order)