CHAPTER I

INTRODUCTION

1.1   The Background of Study

Language is the institution whereby humans communicate and interact with each other by means of habitually used oral--auditory arbitrary symbols. English is one of the most dominant languages in the world. It is used widely in many fields and industries such as politics, sciences, arts, tourism, and economics. In order to understand what happening in the world, one should learn English language.

In learning English, there are four language skills; listening, speaking, reading, and writing skills. Writing is one of the language skills which are important in our life. Through writing, the researcher can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, the researcherknow that writing or learning to write especially in a second language is not simply. It is one of the four basic skills that are very complex and difficult to belearn. So for the beginner writers whose mother tongue is not English, it is the most difficult English skills.

In addition, mastering writing skill is a complicated process as it involves a number of backward and forward movements between the ideas of writers and the written texts (Harris& Cunningham, 1994). A good writing does not restate the message or idea using sentences or expressions that are grammatically correct, but also has to organize idea or message in a form which is easy to understand. The idea or message must be constructed in a text form that a purposed, rhetorical

structure, and linguistic realization or grammatical pattern. It must be created effectively in one form of written text.

Based on the researchers' observation at Eleventh Grade Students of SMK Swasta Jambi Medan, the researcher found many problems thatfacedby students especially in writing. For example: grammatical errors, the use of inappropriate vocabulary and inappropriate grammatical structure. In evaluating the students' writing assignment is important to check how far the students' writing performance improves. In evaluating writing, it is needed to consider the objectives or the criterion of the materials. Each Objectives through the writing assignment given.

In this study, the researcher will use a qualitative case study to analyze the students' linguistics problems in composing English paragraph. From those problems, the researcher wants to know the students' competence in composing English paragraph. The analysis is based on the sentences made by the students. This result will be used to know the lacks which probably occur in teaching writing such as the material, the teaching method or the students themselves which is lack of understanding in vocabulary and grammar in doing writing.

In showing the data, the researcher provides the data below in supporting the argument of the problem. Based on the research data, there are 27 students as the population on this research then the researcher has scoped the population becoming the sample as many 20 students on the data formulated as following.

Table 1.1 The list of Students' Composing English Paragraph Scores at SMK Swasta Jambi Medan

No	Students' name	Total Score
1	Indra Syahputra S	40
2	Shintya Maysharoh	75
3	Nurhaysa	60
4	Maria Sijabat	60
5	Mahaputri Ayu Amanda	40
6	Putri Yulia Pulungan	65
7	Mhd Arief Ramadhan Lbs	60
8	Ika Irawan	60
9	Mhd Fahreza	60
10	Rafika	60
11	Annisa Putri Wardani	60
12	Aviella Sinaga	40
13	Nurmala	40
14	Wardiyatul Hasanah Bangun	60
15	Dea Liani	60
16	Sri Anggreani	40
17	Dinda Halilza Pohan	60
18	Lisriani Telaumbanua	75

| 19 | Rizky Ramadhan | 40 |
| 20 | Cindy Aulia Hrp | 40 |

Total Score : 1095

Total Data : 20

Mean : 1095/20 : 54,75

The data above shows that the score of student's test was low, their score obtained did not reach Kriteria Ketuntasan Minimal/KKM, as while KKM in SMK Swasta Jambi Medan is 75. What causes low student scores ? is the test invalid ? whether the test is not in appropriate with material in lesson plan in syllabus ?

Based on the study above, the researcherconduct study titled **" An Analysis of Linguistic Problems in Composing English Paragraph Faced by The Students of SMK Swasta Jambi Medan" .**

1.2   The Problem of the Study

Based on the background of the study above, the problems of the studyis formulated as follow :

" What are Linguistics Problems in Composing English Paragraph Faced by The Students of SMK Swasta Jambi Medan? "

1.3   The Objective of the Study

The objective of this study concerns with the problems above. The objective of this study is:

" To analyze Problems in Composing English Paragraph Faced by The Students of SMK Swasta Jambi Medan "

1.4   The Scope of the Study

Linguistics problems are a genre of composition that presents linguistic fact and phenomena in enigmatic form (Derzhanski(2009);Payne(2009). As an entertaining way of learning about language and linguistics, they are suitable for a general audience (witness their occasional appearance in popular science journals.

Linguistics problems in a writing appear as main constraints for students to develop a good English. In the teaching of writing, the sequence of activities typically involves: 1) familiarization: learners study grammar and vocabulary, usually through a text; 2) controlled writing: learners imitate given patterns, often from substitution tables; 3) guided writing: learners manipulate model texts; and 4)free writing : learners employ the patterns they have developed to write a letter, paragraph, and essay (Widodo in Richards, 2002)

Problems on linguistic features in writing vary from simple to the complex one. According to Budiharso (2005:44) problems on linguistics may include: syntax, grammar, vocabulary and mechanic. The problems on linguistics, event occur parallel to the problems in developing rhetoric in an essay.

While, According to Al-Buainain (2009:4) there are nine defects in students' writing, such as 1) high frequency of grammatical errors, 2) lack of variety in grammatical structure

employed, 3) use of inappropriate vocabulary, 4) use of inappropriate grammatical structure, 5) limited range of vocabulary, 6) poor spelling, 7) inadequate understanding of the topic, 8) deficiency in clear self-experience, 9) poor punctuation. This study will discussabout the linguistic problems, which involved the use of inappropriate grammatical structure and limited range of vocabulary.

Grammatical structure is commonly assumed to exist in speakers' minds, grammatical structure is also directly involved in social interaction in language use, and language use is central to accounting for language acquisition, language variation, and language change, In the more dynamic process of language acquisition and language change, functional factors have been argued to play a role. There are four parts of analysis of grammatical structure, they are parts of speech, agreement, structural analysis, and grammatical constituents.

Inappropriate grammatical structure is a wrong words order or less precise in grammar or sentences made by the students. Based on the researcher's observation and the focus of this writing the most commonly mistake made by the students is (Subject , Verb agreement) and the researcher focus on Subject Verb agreement as the focus of the study of grammar. Subject Verb Agreement helps to investigate the distribution of forms in a language, many English sentences followsSubject Verb Agreement. For example: She teach English lesson, it should be She teaches English lesson, and She born is Medan, it should, She was born in Medan.

Subject, Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject is singular, its verb must also be singular; if a subject is plural, its verb must also be plural. In present tenses, nouns and verbs form plurals in opposite ways :

Nouns add an s to the singular form, example : The dog chases the cat

But, verbs remove an s from the singular form, example: the dogs chase the cat.

Vocabulary is the basic aspect that must be mastered before mastering English skills. Limited range of vocabulary is a limitedness or incapability tousea words or vocabulary in a sentences. Based on the researcher's observation when the researcher asked the students to make descriptive text, the students just used the same word in the sentences or repetition word and some of them unable to write a sentences in English or they combined it with Bahasa Indonesia.

In this paper the researcherfocuson two limitations in limited range of vocabulary of students, they are: writing word and word composition.

- Writing word.

Based on the researcher's experience, the researcher found that some mistakes in writing words, even when they wrote a words, there are some letters that are lacking, and some of them exaggerate the letters in writing a few word and some of them completely wrong in writing the words. For example: when they want to write mother, they wrote it with the wrong word mather , and when they want to write cute, they wrote it kyut, and so on.

- Word Composition

The next parameter in limited range of vocabulary is in word composition. After the researcher read the students' paper in writing descriptive text. The researcher found that the students found difficulties in composing word, for example: the wrote hair long, when the correct word long hair and the wrote tail whereas the correct word is long tail.

According to Gerrot and Wignel (1994:192-218) defines some types of text, They are : (a) Spoof/Recount, (b) Report, (c) Analytical Exposition, (d) News item, (e) Anecdote, (f)

Narrative, (g) Procedure, (h) Description, (i) Hortatory Exposition, (j) Explanation, (k) Discussion (l) Review. Based on the types of the genres, the researcher chooses descriptive text.

1.5　　The Significances of the Study

The theoretical significances have three of the study are stated as follows:

1) Affects the results of an essay to support the improvement of language skills.

2) Can help train and nurture students in writing skills especially in composing paragraph.

3) Clarify the meaning of a sentence so as to facilitate the reader in understanding his / her essay.

The Practical significances have three of the study are stated as follows:

1) The students get more understanding composing English paragraph and it helps to analyze the correct linguistic when the students want to compose English paragraph.

2) The teacher gets more understanding about linguistic problems and it helps them to teach their students the use of the correct linguistic.

3) The reader gets more knowledge about the use of the correct linguistic in writing.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical Framework

This chapter presents a review of related literature and explains the related materials in order to give the clearer concept and ideas for this study. These concepts and ideas would lead to a much better analysis of the variables selected by the researcher in order not to raise confusion, misunderstanding, and misinterpretation in comprehending the concepts and ideas which was applied in this study; that is the study linguistics problems in writing.

2.2   Definition of Linguistics

According to Nasr (1984) Linguistics deals with human language as universal and recognizable partof human behavior and human capabilities. Which means linguistics is a competence as being a person potential to speak a language, and his or her linguistics performance as the realization of that potential, and human language is just one way in which people communicate with each other, or gather information around them.

In general, Linguistics is the study of language. Studying language helps usto understand the structure of language, how language is used, variations in language and the influence of language on the way people think. Linguistics helps us understand that languages around the world have commonalities in structure, use, acquisition by children and adults, and how they change over time. Linguistics research allows us to understand commonalities and where they originated, as well as determine structural differences and their limits.

Linguists study language structure (such as sounds and meanings), linguistic patterns, how components of language interact with one another, how people gain knowledge of language, the way knowledge of language interacts with other cognitive processes and how language varies. Linguists may collect empirical evidence while working in the field to gain insight into language. They may also learn how to computationally model knowledge about language. Linguists search databases, work with people who speak different languages to discover patterns, and run experiments with children and adults in the field, classroom and lab.

Linguistics is competence as being a person potential to speak a language, and his or her linguistics performance as the realization of that potential. (Crabtree (1994); Powers (1994)from the definition we can conclude that linguistics can be as the way of person to express her or his self to produce a words or language with others. Linguistics is concerned with the nature of language and communication. It deals both with the study of particular language, and the search for general properties common to all language or large groups of language.

Matthews, Linguistics is defined as the science of language or the scientific study of language, means linguistic conduct formal studies of speech sounds, grammatical structure, and meaning across all the world's over 6,000 languages. They also investigate the history of and changes within language families and how language is acquired when we are infants. Linguists examine the relationship between written and spoken language as well as the underlying neural structures that enable us to use language. From the various definitions of the experts above, it can be concluded that the linguistic is a basis for the scientific study of human language from various aspects, including sounds, words and grammar rules, or can be defined as the study of language and make the language as an object of study.

2.2.1 Types of Linguistics

There are many parts of linguistics that is concerned with the structure of language that will be divided into a number of subfield:

1. Phonetics

    Phonetics is a branch of linguistics that focuses on the *production and classificati on* of the world's speech sounds. The production of speech looks at the interaction of different vocal organs, for example the lips, tongue and teeth, to produce particular sounds. By classification of speech, we focus on the sorting of speech sounds into categories which can be seen in what is called the International Phonetic Alphabet (IPA). The IPA is a framework that uses a single symbol to describe each distinct sound in the language and can be found in dictionaries and in textbooks worldwide. For example, the noun 'fish' has four letters, but the IPA presents this as three sounds: f i ʃ, where 'ʃ' stands for the 'sh' sound.

    Phonetics as an interdisciplinary science has many applications. This includes its use in forensic investigations when trying to work out whose voice is behind a recording. Another use is its role in language teaching and learning, either when learning a first language or when trying to learn a foreign language. This section of the website will look at some of the branches of phonetics as well as the transcription of speech and some history behind phonetics.

2. Phonology

    Phonology is the study of the patterns of sounds in a language and across languages. Put more formally, phonology is the study of the categorical organization

of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning. In this section of the website, we will describe the most common phonological processes and introduce the concepts of underlying representations for sounds versus what is actually produced, the surface form.

Phonology can be related to many linguistic disciplines, including psycholinguistics, cognitive science, sociolinguistics and language acquisition. Principles of phonology can also be applied to treatments of speech pathologies and innovations in technology. In terms of speech recognition, systems can be designed to translate spoken data into text. In this way, computers process the language like our brains do. The same processes that occur in the mind of a human when producing and receiving language occur in machines. One example of machines decoding language is the popular intelligence system.

Phonology is concerned with the abstract, whereas phonetics is concerned with the physical properties of sounds. In phonetics we can see infinite realizations, for example every time you say a 'p' it will slightly different than the other times you've said it. However, in phonology all productions are the same sound within the language's phoneme inventory, therefore even though every 'p' is produced slightly different every time, the actual sound is the same. This highlights a key difference between phonetic and phonology as even though no two 'p's are the same, they represent the same sound in the language

3. Morphology

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Morphology is the study of words. Morphemes are the minimal units of words that have a meaning and cannot be subdivided further. There are two main types: free and bound. Free morphemes can occur alone and bound morphemes must occur with another morpheme. An example of a free morpheme is "bad", and an example of a bound morpheme is "ly." It is bound because although it has meaning, it cannot stand alone. It must be attached to another morpheme to produce a word.

Free morpheme: bad

Bound morpheme: -ly

Word: badly

When we talk about words, there are two groups: lexical (or content) and function (or grammatical) words. Lexical words are called open class words and include nouns, verbs, adjectives and adverbs. New words can regularly be added to this group. Function words, or closed class words, are conjunctions, prepositions, articles and pronouns; and new words cannot be (or are very rarely) added to this class.

Affixes are often the bound morphemes. These group include prefixes, suffixes, infixes, and circum fixes. Prefixes are added to the beginning of another morpheme, suffixes are added to the end, infixes are inserted into other morphemes, and circum fixes are attached to another morpheme at the beginning and end. Following are examples of each of these:

Prefix: re-added to do produces redo

Suffix: -or added to edit produces editor

Infix: -um- added to fikas (strong) produces fumikas (to be strong)

In Bontoc

Circumfix: ge- and -t to lieb (love) produces geliebt (loved) in

German

There are two categories of affixes: derivational and inflectional. The main differences between the two are that derivational affixes are added to morphemes to form new words that may or may not be the same part of speech and inflectional affixes are added to the end of an existing word for purely grammatical reasons. In English there are only eight total inflectional affixes:

-s	3rd person singular present	she waits
-ed	past tense	he walked
-ing	progressive	she's watching
-en	past participle	she has eaten
-s	Plural	three tables
-'s	possessive	Holly's cat
-er	comparative	you are taller
-est	superlative	you are the

		tallest

The other type of bound morphemes are called bound roots. These are morphemes (and not affixes) that must be attached to another morpheme and do not have a meaning of their own. Some examples are ceive in perceive and mit in submit.

English Morphemes

A. Free

    1. Open Class

    2. Closed Class

B. Bound

    1. Affix

        a. Derivational

        b. Inflectional

    2. Root

There are six ways to form new words. Compounds are a combination of words, acronyms are derived from the initials of words, back-formations are created from removing what is mistakenly considered to be an affix, abbreviations or clippings are shortening longer words, eponyms are created from proper nouns (names), and blending is combining parts of words into one.

Compound: doghouse

Acronym: NBA (National Basketball Association) or scuba (self-contained underwater breathing apparatus)

Back-formation: edit from editor

Abbreviation: phone from telephone

Eponym: sandwich from Earl of Sandwich

Blending: smog from smoke and fog

4. Syntax

Syntax is the grammatical structure of words and phrases to create coherent sentences. Syntax is the grammatical structure of sentences. The format in which words and phrases are arranged to create sentences is called syntax. There are examples of how sentences can be rearranged to create varied syntax.

- The boy jumped *happily*.
- The boy *happily* jumped.
- *Happily*, the boy jumped.

By rearranging just one word in the sentence, a varied syntax is formed. Each is grammatically correct and acceptable English language form A writer will vary sentence syntax to make writing more interesting or to emphasize a particular point.

Words and phrases must follow English rules for correct arrangement and coherent sentences. In English, a strong, active voice sentence will always have the subject doing the action of the sentence. These sentences will follow a basic subject-verb-object format.

Below are a few examples of different types of syntax in English. Each of these examples has different syntax.

Simple sentences follow a subject-verb format.

Simple Syntax Examples:

- The boy jumped.

- The girl sang.

Compound sentences have more than one subject or verb.

Compound Syntax Examples:

- The boy jumped and the girl sang.

- I did not go to the concert but I went to the fair.

Complex sentences contain a subordinating clause.

Complex Syntax Examples:

- The boy jumped even though he was nervous.

- Because she was excited, the girl sang.

Compound-complex sentences contain two independent clauses and more dependent clauses.

Compound-complex Syntax Examples:

- Even though he was nervous, the boy jumped and he landed across the stream.

- The girl sang and the woman shrieked because they were excited.

5. Semantics

Semantics is the study of meaning.

Meaning has been given different definitions in the past

Meaning = Connotation

Is meaning simply the set of associations that a word evokes, is the meaning of a word defined by the images that its users connect to it?

So 'winter' might mean 'snow', 'sledging' and 'mulled wine'. But what about someone living in the amazon? Their 'winter' is still wet and hot, so its original meaning is lost. Because the associations of a word don't always apply, it was decided that this couldn't be the whole story.

Meaning=Denotation

It has also been suggested that the meaning of a word is simply the entity in the World which that word refers to. This makes perfect sense for proper nouns like 'New York' and 'the Eiffel Tower', but there are lots of words like 'sing' and 'altruism' that don't

have a solid thing in the world that they are connected to. So meaning cannot be entirely denotation either.

Meaning= Extension and Intension

So meaning, in Semantics, is defined as being Extension: The thing in the world that the word/phrase refers to, plus Intension: The concepts/mental images that the word/phrase evokes

How meaning works in language: The study of semantics looks at how meaning works in language, and because of this it often uses native speaker intuitions about the meaning of words and phrases to base research on. We all understand semantics already on a subconscious level, it's how we understand each other when we speak.

How the way in which words are put together creates meaning: One of the things that Semantics looks at, and is based on, is how the meaning of speech is not just derived from the meanings of the individual words all put to The Principle of Compositionality says that the meaning of speech is the sum of the meanings of the individual words plus the way in which they are arranged into a structure.

The relationships between words: Semantics also looks at the ways in which the meanings of words can be related to each other. Here are a few of the ways in which words can be semantically related:

- Synonymy – Words are synonymous/ synonyms when they can be used to mean the same thing (at least in some contexts – words are rarely fully identical in all contexts). Begin and start, Big and large, Youth and adolescent.

- Antonymy Words are antonyms of one another when they have opposite meanings (again, at least in some contexts). Big and small, Come and go, Up and down.

- Polysemy – A word is polysemous when it has two or more related meanings. In this case the word takes one form but can be used to mean two different things. In the case of polysemy, these two meanings must be related in some way, and not be two completely unrelated meanings of the word. Bright (shining) and bright (intelligent). Mouse (animal) and mouse (computer hardware).

- Homophony – Homophony is similar to polysemy in that it refers to a single form of word with two meanings, however a word is a homophone when the two meanings are entirely unrelated. Bat (flying mammal) and bat (sports equipment). Pen (writing instrument) and pen (small cage).

The relationships between sentences: Sentences can also be semantically related to one-another in a few different ways.

- Paraphrase – Paraphrases have the same truth conditions; if one is true, the other must also be true. 'The boys like the girls' and 'the girls are liked by the boys', 'John gave the book to Chris' and 'John gave Chris the book'.

- Mutual entailment – Each sentence must be true for the other to be true. 'John is married to Rachel' and 'Rachel is John's wife', 'Chris is a man' and 'Chris is human'.

- Asymmetrical entailment – Only one of the sentences must be true for the other to be true, but that sentence may be true without the other sentence necessarily having to be

true. 'Rachel is John's wife' entails 'John is married' (but John is married does not entail Rachel being his wife), 'Rachel has two brothers' entails 'Rachel is not an only child' (but Rachel not being an only child does not entail Rachel having two brothers).

- Contradiction – Sentences contradict each other when one sentence is true and the other cannot be true. 'Rachel is an only child' and 'Rachel's brother is called Phil', 'Alex is alive' and 'Alex died last week'.

Ambiguity: One of the aspects of how meaning works in language is ambiguity. A sentence is ambiguous when it has two or more possible meanings, but how does ambiguity arise in language? A sentence can be ambiguous for either of the following reasons:

Lexical Ambiguity: A sentence is lexically ambiguous when it can have two or more possible meanings due to polysemous (words that have two or more related meanings) or homophonous (a single word which has two or more different meanings) words. Example of lexically ambiguous sentence: Prostitutes appeal to the Pope. This sentence is ambiguous because the word 'appeal' is polysemous and can mean 'ask for help' or 'are attractive to'.

Structural Ambiguity: A sentence is structurally ambiguous if it can have two or more possible meanings due to the words it contains being able to be combined in different ways which create different meanings.

Example of structurally ambiguous sentence: Enraged cow injures farmer with axe. In this sentence the ambiguity arises from the fact that the 'with axe' can either refer to the farmer, or to the act of injuring being carried out (by the cow) 'with axe'.

Semantics in the field of Linguistics

Semantics looks at these relationships in language and looks at how these meanings are created, which is an important part of understanding how language works as a whole. Understanding how meaning occurs in language can inform other sub-disciplines, such as Language Acquisition, to help us to understand how speakers acquire a sense of meaning, and Sociolinguistics, as the achievement of meaning in language is important in language in a social situation.

Semantics is also informed by other sub-disciplines of linguistics, such as Morphology, as understanding the words themselves is integral to the study of their meaning, and Syntax, which researchers in semantics use extensively to reveal how meaning is created in language, as how language is structured is central to meaning.

6. Pragmatics

Is the study of the practical aspects of human action and thought?

Is the study of the use of linguistic signs, words and sentences, in actual situations?

Pragmatics outlines the study of meaning in the interactional context

It looks beyond the literal meaning of an utterance and considers how meaning is constructed as well as focusing on implied meanings. It considers language as an instrument of interaction, what people mean when they use language and how we communicate and understand each other.

Thomas(1995:2) said that pragmatics considers:

- the negotiation of meaning between speaker and listener.
- the context of the utterance.
- the meaning potential of an utterance.

Pragmatics acts as the basis for all language interactions and contact. It is a key feature to the understanding of language and the responses that follow this. Therefore, without the function of Pragmatics, there would be very little understanding of intention and meaning.

We would like to demonstrate this by showing you how life would be WITHOUT Pragmatics:

'Can you pass the salt?'

Literal Meaning: Are you physically able to do this task?
Literal Response: 'Yes'

(Pragmatic Meaning: Will you pass me the salt?
Pragmatic Response: pass the salt to the speaker.)

'What time do you call this?'

Literal Meaning: What time is it?

Literal Response: A time (e.g. 'twenty to one.')

(Pragmatic Meaning: a different question entirely, e.g. Why are you so late?

Pragmatic Response: Explain the reason for being so late.)

2.3 Definition of linguistics problem

Linguistics problems are a genre of composition that presents linguistic fact and phenomena in enigmatic form (Derzhanski(2009);Payne(2009). It means each problem may present phenomena from one or several subfields of the study of language phonology, morphology, syntax, semantics, historical and comparative linguistics, writing systems, pragmatics, discourse analysis, etc.

As an entertaining way of learning about language and linguistics, they are suitable for a general audience (witness their occasional appearance in popular science journals.Linguistics problems in a writing appear as main constraints for students to develop a good English. In the teaching of writing, the sequence of activities typically involves: 1) familiarization: learners study grammar and vocabulary, usually through a text; 2) controlled writing: learners imitate given patterns, often from substitution tables; 3) guided writing: learners manipulate model texts; and 4)free writing : learners employ the patterns they have developed to write a letter, paragraph, and essay (Widodo in Richard, 2002)

2.3.1 Kinds of Linguistics Problems

Problems on linguistic features in writing vary from simple to the complex one. According to Budiharso (2005:44) problems on linguistics may include: syntax, grammar, vocabulary and mechanic. The problems on linguistics, event occur parallel to the problems in developing rhetoric in an essay.

1, Syntax

Syntax is defined as the ways in which words are put together to form phrases,clauses, and sentences. The syntactical features in writing refer to types of sentenceconstruction: simple, compound, complex, or compound complex sentences. Thedescription of the syntactical features follows Latief's arguments (Latief, 1990:9).A simple sentence does not have any embedding or conjoining.

Example is:"Our father is coming to our home tonight." A compound sentence is a sentenceconnected to another sentence by using coordinate conjunction, such as: and, or, but. Example is: "We have to do our work, and then we have to go." A complex sentence isa sentence with sub-clause embedded to the main-clause. Example is: "She told us thatwe have to go now." A compound-complex sentence has both conjoining andembedding.

 Example is: "If you want to ask me for my advice about your plan, you can

either talk to me on the phone or you can send me a letter."

2.Grammar

Grammar in writing is defined as the ways in which the writer handles basicrules of writing, such as parallelism, pronoun reference, double negatives. Thegrammatical features in writing refer to the use of grammatical errors in a sentence thatincludes awkward construction and agreement errors (Latief, 1990:9). Specifically,grammatical errors cover: agreement, tenses,

word order, articles, pronouns,prepositions, and other parts of speech. In grammatical structures, there are four parts of analysis, there are parts of speech, agreement, structural analysis and grammatical constituent. Based on the researcher observation when asked the students made descriptive text, the researcher found that the most frequent mistakes made by students are in agreement.

Subject verb agreement refers to the fact that the subject and verb in a sentence must agree in number. In other words, they both must be singular or they both must be plural. You can't have a singular subject with a plural verb or vice versa. The tricky part is in knowing the singular and plural forms of subjects and verbs.

Singular and plural subjects, or nouns are usually pretty easy. In most cases the plural form of a noun has an "s" at the end. Like this:

Car – singular

Cars – plural

Verbs don't follow this pattern, though. Adding an "s" to a verb doesn't make a plural. Here's what I mean:

Walk

Walks

Which one is the singular form and which is the plural form? Here's a tip for you. Ask yourself which would you use with the word *they* and which would you use with *he or she.*

He walks.

She walks.

They walk.

Since *he* and *she* are singular pronouns *walks* is a singular verb. The word *they*is plural so *walk* is the plural form.

The Rules and example of subject verb agreement

1. <u>Subjects</u> and <u>verbs</u> must agree in number. This is the cornerstone rule that forms the background of the concept.

Example :

The **dog** *growls* when he is angry.
The **dogs** *growl* when they are angry.

2. <u>Subordinateclauses</u> that come between the subject and verb don't affect their agreement.

Example :The **dog**, who is chewing on my jeans, *is* usually very good.

3. <u>Prepositionalphrases</u> between the subject and verb usually do not affect agreement.

Example :The **colors** of the rainbow *are* beautiful.

4. When sentences start with "there" or "here," the subject will always be placed after the verb. Some care needs to be taken to identify each part correctly.

Example :

There *is* a **problem** with the balance sheet.

Here *are* the **papers** you requested.

5. Subjects don't always come before verbs in <u>questions</u>. Make sure you accurately identify the subject before deciding on the proper verb form to use.

Example :Where *are* the **pieces** of this puzzle?

6. If two subjects are joined by "and," they typically require a plural verb form.

Example :The **cow** and the **pig** *are* jumping over the moon.

7. The verb is singular if the two subjects separated by "and" refer to the same person or thing as a whole.

Example :Red beans and **rice** *is* my mom's favorite dish.

8. If one of the words "each,""every," or "no" comes before the subject, the verb is singular.

Example :

No **smoking** or **drinking** *is* allowed.

Every **man** and **woman** *is* required to check in.

9. If the subjects are both singular and are connected by the words "or,""nor,""neither/nor,""either/or," or "not only/but also," the verb is singular.

Example :Either **Jessica** or **Christian** *is* to blame for the accident.

10. The only time the <u>objectofthepreposition</u> decides plural or singular verb forms is when noun and pronoun subjects like "some,""half,""none,""more," or "all" are followed by a prepositional phrase. Then the object of the preposition determines the form of the verb.

Example :

All of the **chicken** *is* gone.
All of the **chickens** *are* gone.

11. The singular verb form is usually reserved for units of measurement or time.

Example :Four quarts of oil *was* required to get the car running.

12. If the subjects are both plural and are connected by the words "or,""nor,""neither/nor,""either/or," or "not only/but also," the verb is plural.

Example :Not only **dogs** but also **cats** *are* available at the animal shelter.

13. If one subject is singular and the other is plural, and the words are connected by the words "or,""nor,""neither/nor,""either/or," or "not only/but also," use the verb form of the subject that is nearest the verb.

Example :

Either the bears or the **lion** *has* escaped from the zoo.
Neither the lion nor the **bears** *have* escaped from the zoo.

14. <u>Indefinitepronouns</u> typically take singular verbs (with some exceptions).

Example :Everybody *wants* to be loved.

15. The exceptions to the above rule include the <u>pronouns</u> "few,""many,""several,""both,""all," and "some." These always take the plural form.

Example :Few *were* left alive after the flood.

16. If two <u>infinitives</u> are separated by "and," they take the plural form of the verb.

Example :To walk and **to chew** gum *require* great skill.

17. When <u>gerunds</u> are used as the subject of a sentence, they take the singular form of the verb. However, when they are linked by "and," they take the plural form.

Example :

Standing in the water *was* bad idea.
Swimming in the ocean and **playing** drums *are* my hobbies.

18. A collective noun, such as "team" or "staff," can be either singular or plural depending upon the rest of the sentence. Typically, they take the singular form, as the collective noun is treated as a cohesive single unit.

Example :The **herd** *is* stampeding.

19. Titles of books, movies, novels, and other similar works are treated as singular and take a singular verb.

Example:TheBurbs *is* a movie starring Tom Hanks.

20. Final rule: Remember, only the subject affects the verb! Nothing else matters.

Example:Jacob, who owns sixteen houses, *is* on his way to becoming a billionaire.

3.Vocabulary

Vocabulary in writing refers to the word choice used to express ideasappropriately. The vocabulary includes: sufficient arrangement and variation, effectiveword or idiom choice and usage, correct form of word form mastery, e.g. accurate prefixes, compound words, word classes, and appropriate register. When the researcher did observation, the researcher found that the students' problem in vocabulary, the researcher found that the students have a low vocabulary when they made descriptive text, they unable to develop their sentences with broader vocabulary, they have limited range of vocabulary, so the sentences that the made just used the same vocabulary, even the use Bahasa Indonesia to complete the sentences when they didn't know the meaning.

For example: my mather is beautiful and has hair long, my mother good to me, she cook food when I want going to school, the sentence that they made is totally wrong but the researcher respect this, and try to make they better to correct their mistakes.

4.Mechanic

Mechanics in writing refers to ways the writer handles basic convention ofwriting, such as punctuation, spelling, and capitalization. The mechanical errors includepunctuation errors, spelling errors, capitalization errors, paragraphing, and handwriting.

2.4   Definition of Paragraph

Sanggam (2007: 11) states that paragraph is a product of written language skill to express the topic in a piece of writing. It means a paragraph can be formed through written by express our idea and feeling.A paragraph is a component of fictional prose and non-fiction writings. When writing essays, research papers, books, etc., new paragraphs are indented to show their beginnings. Each new paragraph begins with a new indentation. The purpose of a paragraph is to express a speaker's thoughts on a particular point in a clear way that is unique and specific to that paragraph. In other words, paragraphs shouldn't be mixing thoughts or ideas. When a new idea is introduced, generally, a writer will introduce a new paragraph.

A paragraph is made up of three kinds of sentences that develop the writers' main idea, opinion, or feeling about a subject. These sentences are (1) the topic sentence, (2) supporting sentences, and (3) the concluding sentence (Oshima,1999:69) and Muschla 2011:113). *The topic sentence* may be located anywhere in paragraph, but the most common position is at the first or at the last of the paragraph. It means that specific topic and the concluding ideas or major sub division on the topic. *The supporting sentence* which develops the topic sentences is by giving specific details about the topic. A writer needs to provide somedividends, reasons, and statements to impress the readers. There are kinds of support which can be used in writing the supporting idea of the paragraph. They are by giving descriptive details, facts, and reason to persuade. The writer needs to develop several reasons support their statements so the writing is

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factual reason to be read. The concluding sentence is a sentence that gives the conclusion of the important point of paragraph. It usually uses a conclusion transition signal in the end of the essay such as : inn conclusion, in summary,etc.

Kalandadze (2007:9) clarifies the features of a good paragraph consist of parts that make up a paragraph. There are three features that are common to all good paragraphs. These are coherence, cohesive and adequacy of development.

1) Coherence

The entire paragraph should concern itself with s single focus, as expressed in the topic sentence. If it begins with one focus or major points of discussion, it should not end with another or wonder within different ideas. The sentences should lead on from each other logically so that each one answers the question that comes into the reader's mind when they read the sentence before it. If the reader has to go back to read again two or three time to understand what you have written, this is an indication that the paragraph is not coherent and that sentence do not logically flow from one another.

2) Cohesive

In a cohesive paragraph, each sentence relates clearly to the topic sentence and to the sentences on either side of it. Cohesive devices such as transition words (first, for example, however) or reference words (this, the question, she) make clear to the reader both where the paragraph is going and how each sentence relates to the others. A cohesive paragraph also highlights the ties between old information and new information to make the structure of ideas or arguments clear to the reader. At the beginning of a new paragraph you should check that any previous pronouns (he, she,it) or definite references (this matter, the problem) which refer

backwards in the text can be understood within the paragraph and do not require to go back to the previous paragraph.

3) Adequate development

Descriptive is mentioned the explanation about the description of person, animal, place, or thing (Purwanti, 2013:44). Kane (2000:352) explains that descriptive paragraph is description about sensory experience-how something looks, sounds, tastes. Means Kane has different opinion with Purwanti which means he argues that descriptive writing appeals to the senses, so it tells how something looks, feels,smells, tastes, and/or sounds, I this descriptive writing just focuses on its paragraph and a good description is like a "word picture"; the reader can imagine the object, place, or person in his or her mind (Oshima, 1999:48). A good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader. In a good descriptive paragraph must also use adjective and classifiers in nominal group, use simple present tense and focuses on specific participant.

2.4.1 Kinds of Paragraph

Basically there are four kinds of paragraphs that is essential to know about: Descriptive, Narrative, persuasive and Explanatory paragraph

1. Descriptive Paragraph

A descriptive paragraph is one that is describing a person, place, thing, animal, theme or idea to the reader. Descriptive phrases make use of the five senses: how something feels, smells, sounds, tastes or looks. The more descriptive that you can get, the better picture you're providing your reader. A good descriptive paragraph will make them feel like they were there experiencing

everything you're talking about. Descriptive paragraphs are powerful tools for fiction writers, as these paragraphs are responsible for setting the stage and telling the story.

Example of descriptive paragraph:

Watson and the Shark is a painting by John Singleton Copley. In the foreground of the painting, one naked man is being attacked by a huge gray shark in the cold and choppy seawater. One small overloaded rowboat is near the naked man and the frightening shark. There are nine horrified men in this rowboat. They are trying to rescue the naked man. One young man takes a long spear and wants to kill the shark. Some people are reaching for his hand, and some are throwing a rope for him to catch. In the background of the painting, under the dark and cloudy sky, there are many ships stopping in the stormy harbor. The whole painting makes people feel tension and fear

2.Narrative Paragraph

A narrative paragraph helps tell the story and keeps the story moving. Narrative paragraphs will include action, events and exciting descriptive words. These paragraphs help keep the reader engaged in the story. Narrative paragraphs are similar to descriptive paragraphs (and a paragraph may actually be both at once), but a narrative paragraph tends to offer the reader more background information, such as past events that lead up to or cause events in the story. These are also very important paragraphs for fiction writers, as they help the reader to see the whole picture.

Example of narrative paragraph:

This past weekend I had the time of my life. First, Friday night, I had my best friend over and we made a delicious, mouth-watering pizza. After we ate, we had a friendly video game competition. On Saturday, my dad took us out on the boat. The weather was perfect and the water was warm. It was a great day to go for a swim. Later that night, we went to the movies. We saw an action packed thriller and ate a lot of popcorn. Finally, on Sunday, we rode our bikes all over town. By the end of the day, my legs were very tired. I only hope that next weekend can be as fun as this one.

3.Persuasive paragraph

A persuasive paragraph is one in which the writer is actually giving his own opinion on a certain subject or topic. Persuasive paragraphs will also include facts and information that help to back up the writer's opinion. These paragraphs often show up in speeches or editorial essays and other forms of writing where the main goal is persuasion. In fiction, use these paragraphs to convince the reader to feel a certain way toward a character, place or event, perhaps a different way than they may have felt earlier in the story.

Example of persuasive paragraph :

The best vacation is a trip to the beach. There is a lot to do at the beach. You can go swimming, build a sandcastle, or maybe even go surfing. The beach is very relaxing. Many people enjoy listening to the sound of the ocean and lying in the sun. When you plan your next vacation, be sure to remember that the beach is your best choice.

4.Explanatory paragraph

An explanatory paragraph offers the reader information on a certain subject. These paragraphs may contain directions or might describe a process in a logical, linear manner. Explanatory paragraphs are also factual in nature and are not a common tool for fiction writers. A how-to article is an example of a piece of writing that would use these paragraphs

Example of explanatory paragraph:

Pat Mora's poem, "Echoes," vividly describes the meaning and mood of the poem by using sensory images. At the beginning of the poem it was talking about white wine and cool dresses which give you a feel of upper class elegance. Yet when it went from the white wine to the white uniform it changed the class of the hostess and the maid. When it mentioned that the maid's smile wavered when the speaker started to talk to her, it showed the level of amazement that the maid felt. However, the end, when it talks about hearing the cruel comment of "just drop the cups and plates / on the grass," it gave the poem a feeling of darkness as the poem told how the speaker stood in silence which describes her contradicting feelings. Towards the end of the poem the roar and flash help the reader envision the speaker's rage for the cruelty that is being calmed in a racist society.
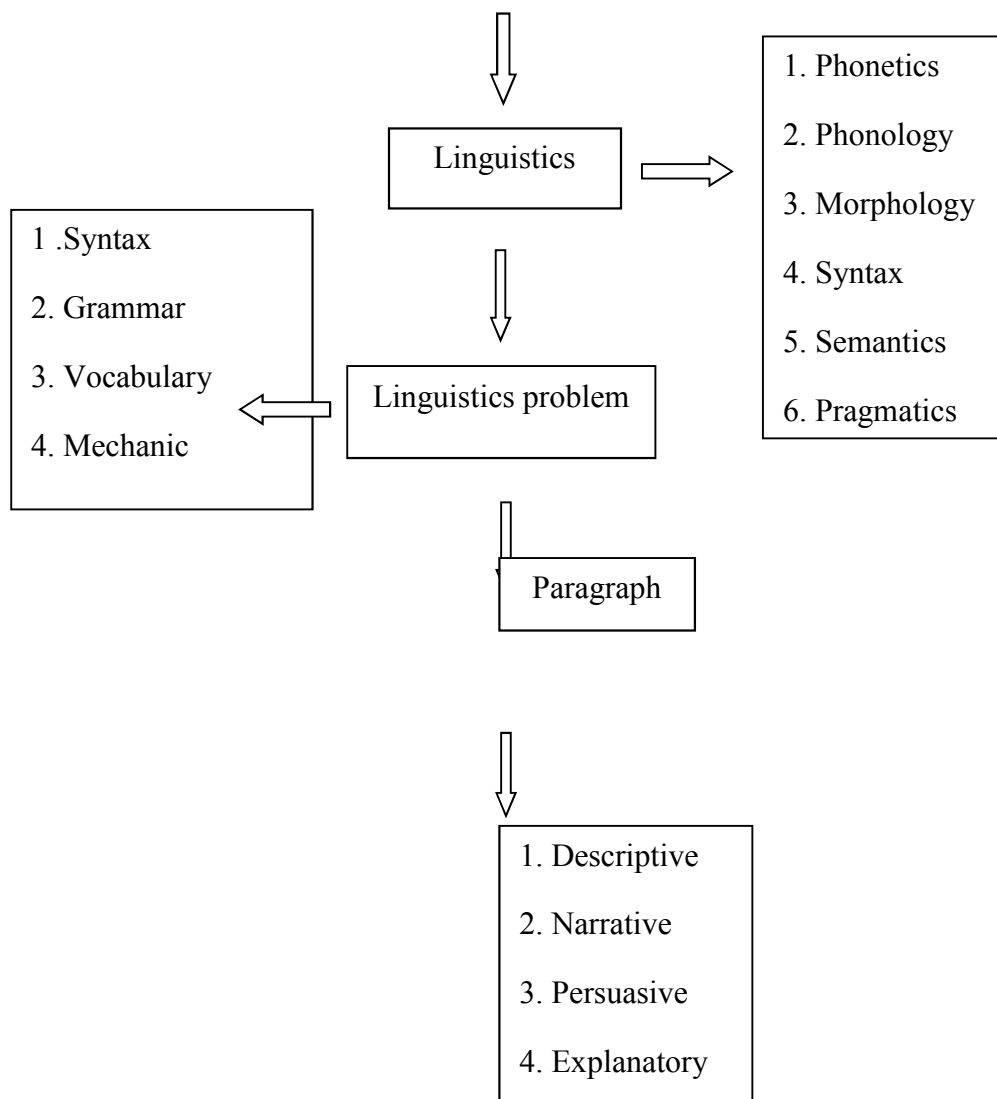
2.5   Review of Previous Research

To support this study the researcher has taken previous study is relevant with this research. Janey Moon (2008) M-U-F is a grammar teaching framework (teaching approach) where it stands for M-U-F (Meaning-Use-Form).This framework integrates grammar and its context. The purpose of this study is to make them easier and to improve their ability in writing narrative text.The method which use in this research is qualitative method. And Instrument which is use is observation.

The similarity of previous research with this research is both studies use the same research design, namely qualitative research. While the difference between previous research and this research is seen from the theory used in analyzing data. Previous study uses theory of Janey Moon (2008)while in this study uses theory of (Derzhanski(2009);Payne(2009).

2.6   Conceptual Framework

As the researcher mentioned the research study conducted the linguistics problem based Derzhanski, Payne 2009, there are four linguistics problems such as syntax, grammar, vocabulary and mechanic. This study will analyze the linguistics problems and dominant kinds of linguistics problem by descriptive text . Following the literal review and conceptual framework, the analysis carried in this study is constructed in figure below

An analysis of linguistics problems in English Paragraph

Linguistics

1. Phonetics

2. Phonology

3. Morphology

4. Syntax

5. Semantics

6. Pragmatics

1 .Syntax

2. Grammar

3. Vocabulary

4. Mechanic

Linguistics problem

Paragraph

1. Descriptive

2. Narrative

3. Persuasive

4. Explanatory

The figure 2.5 an Analysis of Linguistics Problems in Composing English Paragraph Faced by the Students of SMK Swasta Jambi Medan. (Ade Reza Napitupulu 2020)

CHAPTER III

RESEARCH METHOD

3.1   Research Design

In this study, the researcher used descriptive method to analyze the students' mistakes. The descriptive method would employ since it is used to describe phenomena as objectively as possible based on the data obtained. It would be the most suitable type for this study. This method would describe what actually happen to procedures about method which are useful in research. In this chapter, the researcher explained the methodology of this research.

According to Sherman (1998:4) qualitative research is an effort to comprehend not only the modes of cultural arrangements but the ways in which those arrangements are experienced by individuals, in order to provoke intelligibility and involve one personally and inters objectively in conscious pursuits of meaning. For qualitative researchers, life is not a dress rehearsal; it is the real thing.

The design of this research is case study. This research design used because the researcher was like to research some aspects related to the students' ability in using the correct linguistics in writing descriptive. The aspects included the types of linguistics problems that in observation

3.2   Subject

The subject of the study wasthe students of SMK Swasta Jambi Medan, academic year2020/2021 consisting of three classes and each class has different number of students, and

the researcher chose one class from three classesas a sample randomly. It was eleventh grade of Akuntansi Keuangan Lembaga II (AKL–II) and it consists of 4 boys and 22 girls.

3.3 Object

The object of this research was the student's Linguistics problems. It foundfrom the paper of the students at eleventh grade of SMK Swasta Jambi Medan. Then, the researcher classified the linguistics' problems by using theory of Budiharso, (2005:44)., it may included syntax, grammar, vocabulary, and mechanic.

3.4 Data and Source Data

The kind of data in this research was descriptive text. In this research, the researcheronly focusedon linguistics' problems, which consisting of four kinds such as grammar, syntax, vocabulary and mechanic, and the researcher focused on grammar and vocabulary in this research.And dominantly linguistics' problems used in this research were grammar and vocabulary, in grammar there were eight, in vocabulary there were six, so the number of data to be analyzed in this research were fourteen texts.

3.5 Technique of Collecting Data

In conducting this research, the researcher was used a technique to obtain data about students' mistakes in using linguistics in descriptive. In this research, the researcher asked the students to make a descriptive text, the researcher gave 30 minutes to make the text, then the researcher collected paper sheet afterthe time was given over, the researcher checked the students' answer sheet whether it was correct or not, and the last the researcher differentiated the kinds of linguistics that made by them.

3.6 Technique of Analyzing the Data

According to *LeCompte* and *Schensul,* research data analysis is a process used by researchers for reducing data to a story and interpreting it to derive insights. The data analysis process helps in reducing a large chunk of data into smaller fragments, which makes sense. In this case, the researcheranalyzed the data based on the theory of Derzhanski, Payne 2009that explain about Linguistics problems. The kind of data in this research is qualitative data. According to Phatton (2010) the kind of qualitative research are, interviews, observation, and documents. This research containedobservation because the data was from students' writing and found from student's paper sheets. The purpose of this research was to find the total number of linguistics problems which made by students based on theory of Derzhanski, Payne 2009

In short, the researcher providedsome ways to analyze the data as following :

1. Identifying and classifying students' paper sheets that contained linguistics problems that focused on grammar and vocabulary

2. Analysis and interpreting the data to answer the problem of the research based on theory of Derzhanski, Payne 2009

3. Drawing conclusion from the result of the analysis and giving suggestion

3.7   Instrument of Collecting Data

The data wastaken by doing observation, and the researcherasked the students to write down a kind of text especially in descriptive text to get the data from students' paper sheet, the researcher committed the amount of sampling technique

3.8   Validity (Triangulation)

Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources.

There are four types of triangulation:

1. Data triangulation

   Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

2. Methods triangulation

   Methods triangulation is the use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases that come from any single method. In other words, the strengths of one method may compensate for the weaknesses of another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data will collect for different programs, locations, populations, etc.

3. Investigator triangulation

   Investigator triangulation is the use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators

— without prior discussion or collaboration between them — can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analyzing study data.

4. Theory triangulation

Theory triangulation is the use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns.

In this research the researcher used data triangulation. The researcher compared the finding of data observation and data triangulation and the researcher also compare some theories to support this research and make sure the data is valid.