

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English in this era has become the lingua franca (common communicative language), it has become the needs for someone who wants to go to any country, because it is one of the international languages. Therefore we have to learn English because it is key to success. If we can be master and expert in English, it can add value for us. For example, today many companies hire employees who have good English. The function of the language is important for life of human. Everybody knows that in all activities people need to interact with others. Language is a system of communication in speech and writing that used by people of every country. Language is a system to interact with other. In short, language is a tool used to communicate ideas, beliefs, feelings, love, knowledge, or culture among people.

Ramelan (1999, p. 1 in Husna, 2013, p. 1) states that “English is most important as a means of communication for human being. People can communicate with each other to have interaction by language. In this global era where the distance is not such a problem, people have to do interaction with another.” This is based on the Quran in surah Ar-Ruum verse 22, as follows:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ  
لَآيَاتٍ لِّلْعَالَمِينَ

The verse explains that Allah creates language in order to be used by human to communicate with another. The term language in Oxford dictionary (2008, p. 247) is the system of sounds and words used by humans to express their thought and their feeling. Based on the definition above, the writer defines language as a way that used to interact or communicate with other people to get exchange of something.

Indonesian people acquire first language based on their mother tongue such as Javanese, Banjarese, Bataknese, etc. These first languages are used in their daily communication. A few years later, they begin to learn Indonesian as their second language. In Indonesia, English is not only taught in Junior High School and Senior School but also taught in the Elementary School, and even in the kindergarten. In this case, English is studied as a foreign language. Thus it is clear that English is the first foreign language taught in Indonesia. Students are expected to use English and practice it in their daily life effectively after the class of English lesson over.

Using English is the easiest way to communicate with other people from other countries. Also, we have to know how to use English well. In order to be able to use it well, we have to improve speaking, listening, writing, and reading skills. "Speaking and writing are said to be active or productive skill whereas listening and reading are said to be passive or receptive skill" (H.G.Widdowson, 1987, p. 57 in Dujarie, 2008, p.10). Those four skills are

taught to the students based on their level. Students should master those four skills if they want their ideas, feelings and opinions to be understood by the interlocutor.

Writing is a method of representing language in visual form through the signs and symbols. Writing is also one of the language skills that taught in the school or university. According to Djuharie (2008, p. 11), writing skill is more complex and difficult than the other skills which requires the mastery of linguistic competence, such as grammar, vocabulary, pronunciation, punctuation, intonation, etc. Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned.

Based on the curriculum that is used in Indonesia, the students are expected to be able to communicate in English both in oral and written form. The skill of writing is taught by using genre based approach. Students are introduced to some genres and taught through the model of reading texts where they are explicitly taught about the social function, the generic structures, and the language features of the genres. By introducing them to the reading model texts, they are expected to know and understand the difference between one genre to another in English, so that they are able to write the genres by themselves with the right order of generic structures and the correct use of the language features of genres.

There are a lot of genres of text. The writer focused on descriptive text which is taught at the fourth semester of English Department. As stated above,

the descriptive text is taught by introducing the students to the model text with a hope that they will be able to write the genre well.

Descriptive text is the text that describes something. Wyrick (1987, p. 227 in Husna, 2013, p.2) states, “The writer of description creates a word-picture of persons, places, objects, and emotions using a careful selection of detail to make an impression on the reader.” From the explanation above, it can be concluded that descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. Then, the descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting.

Writing becomes the most difficult skill when it is learned by the foreign language learners. “Writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization” (Rass, 2001, p. 30 in Husna, 2013, p.3).

In writing, there is an aspect that should be paid attention to, it is called organization. Whether in the writing there are a topic sentence, supporting sentence, and the concluding sentence or not, is there any coherence or not, and also the use of good grammatical structure. It is important in a writing. Because, without topic, support, conclusion, and coherence certainly that writing is not organized, and it can make the readers even confused about the writing.

The problem is some of the students still do errors in writing organization, and the writer has found the problem when the writer did the observation at one of English Department classes that has been learning Paragraph Writing subject. Based on the description above, the writer will conduct the research relating to the writing organization of the fourth semester students of English Department UIN Antasari Banjarmasin. The fourth semester are studying about paragraph writing, and the writer will find out the students' writing ability (writing organization).

There was previous study written by Fahmi Ikhsan, a student of Pasundan University, entitled "An Error Analysis of Using Tenses in Student's Writing Composition Towards the 2<sup>nd</sup> Grade Students of Senior High School 1 Ciparay Academic Year 2016-2017". The result of the study shows that the students still produce many errors in using tenses in writing composition. This study is similar to the writer's study. It is talking about using tense in writing, but in this study the writer focuses on the students' writing organization and grammatical errors.

Another previous study written by Kebede Afeta Dibissa, a student of Haramaya University, entitled "Assessment of Coherence in Students' Paragraph Writing at the 12 Grade of English Class at Bedeno Preparatory School". In this study, the result shows that there are many problems of organization in the students' writing, inability of students' to write a coherent paragraph, and students' writing anxiety. This study is similar to the writer's study. It is talking about coherence of a writing, and the writer also talks about coherence which is included in organization of writing.

The writer limits the research by focusing on the writing organization, including topic sentence, supporting sentence, the conclusion, and also coherence in a paragraph that made by the fourth semester of English Department at UIN Antasari Banjarmasin students.

From the description above, the title on which the writer will conduct research is: *The Analysis of Students' Writing Organization of the Fourth Semester of English Department at UIN Antasari Banjarmasin Academic Year 2016/2017.*

## **B. Statement of the Problem**

Based on the previous explanation above, the writer constructs the research questions, as mentioned below:

1. How is the students' writing organization of the fourth semester of English Department at UIN Antasari Banjarmasin?
2. What is the common problem of the students' writing organization of the fourth semester of English Department at UIN Antasari Banjarmasin?

## **C. Objective of the Research**

Based on the problem formulation above, the purposes of this research are:

1. To know how the students' writing organization is of the fourth semester of English Department at UIN Antasari Banjarmasin.

2. To identify the most common problem of the students' writing organization of the fourth semester of English Department at UIN Antasari Banjarmasin

#### **D. Significance of the Research**

From the result of this research, the writer expects that it can be useful and give many inputs, as follows:

1. This research is expected to enrich the writer's and the readers' knowledge in the specific research about the writing organization.
2. To provide consideration and input for educator, especially for English teacher or lecturer at UIN Antasari Banjarmasin.
3. To provide comparison for the next research.

#### **E. Definition of Key Terms**

To avoid misinterpretation towards the title of this research, the writer will describe the key terms as follows:

1. Analysis

Analysis is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships. In this research, analysis refers to discovering the common errors in the students' writing organization. Thus, in this research, the writer will analyze about students' writing organization of

the fourth semester of English Department at UIN Antasari Banjarmasin.

## 2. Writing Organization

Organization is one of the elements that are scored in a writing. It provides readers with a framework to help them fulfill their expectations for the text, so that it is important in a good writing. Writing organization consists of coherence, and text structure that comprises topic sentence, supporting sentence, and the conclusion of the writing.