

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is our tool to communicate, and it is undeniable need to communicate with others in daily life, people also need language to get information, people need language to convey messages to others, people need language to receive messages from others and people not only communicate with other people around us but also with people who are far away from us like people from other countries and every country has a national language, and some language is used for international language. Language as gift from God to human is stated in holy Qur'an verse Al Hujurat 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ

This verse explains that the language has an important role in human life because people use language to communicate and express their ideas, feeling and emotions to other people so learning language is very important to know each other. English is one of international language which is widely used in many countries around the world. It is very important for students to master English in all skills. The skills are listening, speaking, reading, and writing. Those skills are related to each other. In this case, the researcher is going to focus on writing skill. Writing is a language skill that is very important.

Writing is one of important skills for foreign language learners in learning English. It is important because writing is a crucial skill for academic or occupational success, in the future writing can be an effective tool for the development of academic language proficiency as learners have to explore advanced lexical or syntactic expression in their written work.

Writing is one of the English skills that must be mastered by student to complete learning process. In the academic and professional worlds, writing is very important. For all writers in these situations, native and nonnative speakers alike, content and language control are important.

One of the productive skills is writing, difficult to be mastered by the students, because it consists of the rules of English writing grammatically. The students also have to know about the structure of the English writing and the choice of words that are used in the writing.

The students as academic writers have to know the process of the organization of writing. The students should be able to describe the organization and forms from a paper, because writing involves creative process. Then, the student should be creative in using the technique of writing. They should know and understand to start writing, find several ideas, develop their ideas into paragraph, revise their writing and make the final writing as well as possible.

There are kinds of text in writing, according to the curriculum of MA Ni'matul Aziz the text are narrative, recount, news item, report, procedure, and descriptive text. In this research, researcher just focus on descriptive to know difficulties of student.

There are some previous study relating this research, the first come from Muhammad Bagus Nawawi, 2011 with his research entitled “Improving Students, Writing Skill of Descriptive Text Througe Guide Questions”. This was previous study has smilar problem with this problem. This research focus tu in improving students’ writing skill at grade eighth of SMP PGRI 1 Ciputat kota Tangerang Selatan. And the result of post test this research shows that there are 43 students (100%) who pass the KKM, 100% of students thought that guided question make them more easily making descritive paragraph. In addition, students’ responses to learning are generally positive.

The second research was done by Ade, 2012 with her title “A Study on Students’ Difficulties in Comprehending Recount Text; A Case Study at SMAN 1 Gangga on First Grade Academic Year 2012/2013”. This was previous study has smilar problem with this problem. This research was proposed to discover the ability of students and types of difficulties faced by students in comprehending recount text. The result of this study showed that there are several common problems or difficulties faced by students such as: analyzing the text content, allocating their time to study English outside the school because they prefer doing other activities and understanding the meaning of sentences and words caused lack of vocabularies mastery and word power.

The third research was made by Tossi Ana Ari utami, 2014 with his title “Improving The Ability In Writing Descriptive Texts Through Brainstorming Technique for Grade VIII Students at SMP N 1 Piyungan”, this research focus on students’ writing ability of descriptive text trought brainstorming texhnique. This

was previous study has similar problem with this problem. The result of this research showed that the implementation of brainstorming technique in the writing classes was believed to be effective to improve students' ability in writing descriptive texts. Brainstorming technique helped the students to generate ideas and organize them into paragraphs. They could manage the time for writing more effectively and perform the writing task more maximally. The students also perceived that brainstorming technique helps them to improve their writing ability. This implies that the implementation of brainstorming technique in the writing instructions gives positive effects on improving students' performance and achievement in writing descriptive text.

The researcher did research in MA Ni'matul Aziz Jelapat. Researcher chose this school because this school is one of low Senior Islamic School in Barito Kuala. The Researcher conducts at eleventh grade because they still have a lot of difficulty in writing descriptive text based on teachers' information and their English score.

These difficulties are not only because of their ability, but also from the teacher. It is essential for English teachers to help their students become effective writer. Snell (1999) states that the common problem for EFL teachers in traditional classroom is dealing with passive class where the students being unresponsive and avoid interaction with the teacher. To overcome this problem, developing such an interactive way to teach writing is recommended.

Therefore the researcher is interested to find conduct a research entitled: "An Analysis of Eleventh Graders' Difficulties in Writing Descriptive Text at MA

Ni'matul Aziz Jelapat I Barito Kuala Academic Year 2017/2018". Furthermore, the researcher expects this research will give contribution to the practice of writing teaching and learning in the future.

## **B. Statement of Problems**

Based on the previous explanation above, the research problems are formulated as follows:

1. What are eleventh graders' difficulties in writing descriptive text at MA Ni'matul Aziz Jelapat I Barito Kuala academic year 2017/2018?
2. What are the factors causing eleventh graders' difficulties in writing descriptive text at MA Ni'matul Aziz Jelapat I Barito Kuala academic year 2017/2018?

## **C. Objective of Study**

The objectives of this research suitable with the statement problems are:

1. To know eleventh graders' difficulties in writing descriptive text at MA Ni'matul Aziz Jelapat I Barito Kuala academic year 2017/2018.
2. To know the factors of causing eleventh graders' difficulties in writing descriptive text at MA Ni'matul Aziz Jelapat I Barito Kuala academic year 2017/2018.

## **D. Significance of Study**

Researcher conducts the research target some benefits as follow:

1. The result of this reasearch is expected to have both theoretical and practical contributions to consider alternative and effective to develop English teaching and learning.

2. Teacher is expected to help effort to improve students mastery in writing comprehension.
3. Students are expected to increase their writing ability.
4. Providing information for future research need the information that related to this research.

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

For the purpose of avoiding misunderstanding, the following important terms need to be operationally defined:

1. Writing is a transaction with words where by you free yourself from what you presently thing, feel, perceive.
2. Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds.
3. students' difficulty is thing that is difficult to deal with or understand. Difficulties in writing descriptive text usually associate with five components. They are format, punctuation, capitalization, spelling, grammar, and vocabulary.
4. Cause is the reason why something, especially something bad, happen. Cause in difficulties in mastery writing text usually associate with three components. They are students' background, teaching technique, and students' environment.