CHAPTER I
INTRODUCTION

This chapter discusses research background, problem, objective, scope and limitation, significance, and definition of key term. Each aspect is conferred in specific terms with the equated theoretical validation.

1.1 Research Background

Writing is the most difficult subject compared to the other skills. Therefore, writing is usually taught in the last order of skills after, listening, reading, and speaking. However, writing is a skill needed in many situations of our life. For example, writing skill allows us to communicate with other people through the message we send. To avoid misunderstanding, we should write with correct grammar, spelling, and punctuation.

According to Graham (2008), writing is an essential skill nowadays. At the school, writing is often used to measure the students understanding toward some content of materials. Harmer (2004) adds, students spend more time in writing than oral activities. It is because students need to considerate the topic on their minds, looks up dictionaries and grammar books, or other references to help them. Writing encourages students to focus on accurate language use. Writing also can be used to connect with others activity, such as: language practice, acting out, and speaking. Teacher can ask the students to write a short dialogue and act it out. Students can work in pairs to make a dialogue and teacher will help them by correcting their works. Students are writing to help them learn better.

Writing can improve students’ academic performance for several reasons. Students’ success can come from writing. It happens because writing involves
creativity, decision making, researching, and presenting. Besides, writing can also enhance students’ vocabulary, spelling and grammar. Ferris (2004) points out, competent writers can take into consideration the variety of vocabulary, the correct spelling as well as the precise grammar required to convey their ideas in written form.

However despite the importance, many students still get difficulties in writing. There were several studies conducted related to difficulties in writing subject for senior high school students. Nuzhatun (2016) in her undergraduate paper entitled, “An analysis of students’ problem in writing narrative text: A case study at second grade students of SMKN 1 Praya Tengah in academic year 2015/2016” took twenty students from class XI Accountancy 1 as a sample. The method to collect the data were both quantitative and qualitative. It was found that major problems faced by students in writing narrative text were the use of sentence structure and language feature. First is sentence structure. Students mostly used simple adjective, adverbs or nouns, but they still made a lot of mistake in the use of tense. Second is language feature. Most of students used incorrect spelling in common words. They also put capital letter in a wrong place to their composition. In addition, the difficulty in generating idea, choosing vocabulary, and translating from Indonesian language into English were also problems for students in writing narrative text.

Moreover, Harris, Ansyar, and Radjad (2014) have conducted research under their title name, “An analysis of students’ difficulties in writing recount text at tenth grade of SMA N 1 SUNGAI LIMAU”. Quantitatvie was used as research method and writing test was the research instrument. The result of
writing test were analyzed based on indicator. It was found that students had low ability in writing recount text. Their average values were 2.3. The writing test were also shown that students have difficulties in language feature: the use of past tense, action verb, linking verb, and pronoun. Based on the result of students’ test, it was proven that 36% students did mistakes of the use of past tense. Another result was found that 35% students did mistakes in using action verb. 18% Students did mistakes in using linking verb. Some students also have difficulties to distinguish kinds of pronoun and each function. They were still confused the differences between object pronoun and subject pronoun.

Another research by Choir (2017) analyzed students’ difficulties on his research entitled, “A study on the tenth grade students’ problems in writing descriptive text at Islamic Senior High School (MAN) Rejoso Peterongan Jombang in the academic year 2016/2017”. Qualitative approach was the method to collect the data. The weakness of students in grammar and diction aspect were exposed in this research. First is in grammar aspect. Students were confused of how to add s and es. They also made errors in sentence form. They put noun before adjective. They also confused how to use article a, an, and the before noun. Second is in diction aspect. Students have limited vocabulary. They did not use possessive adjective. They also have difficulty to choose conjunction and made the sentence cannot support the topic. Their sentences were ambiguous between verbal and non-verbal form.

Preliminary data by interviewing 3 students of MA Muhammadiyah 1 Malang was conducted. The results have shown that 2 out of 3 were still confused about grammar aspect. They stated that they were still confused about conditional
sentence in their paragraph composition. Furthermore, students also said that vocabulary aspect were also difficult. Besides, one of them stated that writing was not too difficult. Although she said writing was not too difficult, she claimed that she was still confused to do fill in the blank test given by teacher.

Moreover, teacher was interviewed to validate the data from students. Teacher agreed that most of students had difficulty in grammar aspect. Likewise, some of students also had difficulty in vocabulary aspects. Teacher said students still had limited vocabulary that made them could not write in a good composition. Approximately 60% of the 34 students could not write in good composition.

Therefore, this research is interesting to be investigated because there are a lot of linguistics difficulties faced by student at MA Muhammadiyah 1 Malang.

1.2 Research Problem

Based on the background of the study above mentioned, the writer formulates question: What are the linguistic difficulties of writing faced by eleventh grade of MA Muhammadiyah 1 Malang?

1.3 Research Objective

The research is intended to know the linguistic difficulties of writing faced by eleventh grade of MA Muhammadiyah 1 Malang.
1.4 Scope and Limitation

The scope of this research is the difficulties of writing faced by eleventh grade of MA Muhammadiyah 1 Malang. Furthermore, this research limited only on linguistic difficulties of writing faced by eleventh graders of MA Muhammadiyah 1 Malang. Eleventh grader was chosen because the level of their writing composition is still in intermediate and their score is the lowest among other class. The difficulties of writing faced by eleventh graders also never been investigated in this school.

1.5 Research Significance

The contributions of this research are intended to give information to the following:

1.5.1 For the teacher

The result of this study is expected to give some reference or information to improve teaching strategies on writing subject. Additionally, the teacher will understand the difficulties faced by students during writing subject. This research also assumed can be helpful for English teacher in minimizing the difficulties.

1.5.2 For the teacher candidate

The result of this research is expected to help the candidate teacher developing their teaching strategies plan. The candidate teachers are expected to be more creative in choosing media to decrease the difficulties. They should know the difficulties faced by students in writing subject.
1.5.3 For the headmaster

This result of research is believed as an evaluation to know the difficulties faced by students in writing subject. Headmaster can give a feedback for the teacher toward their ways to solve the difficulties. For example, headmaster is making a right decision of using some media to support learning and teaching process.

1.6 Definition of Key Term

- **Linguistics Difficulty**

  Alfaki (2015) states, that linguistic generally focused on sentence and paragraph composition at various proficiency levels produce writing of students. Therefore, linguistic difficulty is the problem that deal with the structure of language such as: the formation of word, the formation of sentence, the meaning, and the language use.

- **Writing Subject**

  One of the lesson in school. It is an activity where students have to express their idea, arguments, and opinion into readable form. Writing is the activity of organizing words or ideas into paragraph or statement that is clear to be understood by reader (Nunan, 2003).