

CHAPTER I

INRODUCTION

This chapter covers the research introduction, which includes the study background, research question, objective, significance, scope, and limitations and definiton of key terms.

A. Background of The Study

There is a possibility that language is a tool for communication that has developed because it is crucial to social interaction. Receptive skills are a sort of decryption of language usage, while productive skills are related with commitment to writing. Communication may be thought of as a process that is reciprocal between the sender as well as the receiver. Ability in communicating requires development of the approaches that are specific to each person. There is, in point of fact, a correlation between the methods of doing things given that there is continually an attender who attempts to get familiar with a teller and these fundamental talents technique at the same time (Akyol, 2006). Comprehension tasks that are extensive help students enhance their writing skills by analyzing various texts in terms of the context of their content, structure, and construction. According to the findings of the studies that have been conducted in this area, readers do not comprehend written texts in the same way that their authors compose them; however, certain aspects of text structure, such as the structure of paragraphs, topic sentences, and therefore the order of supporting concepts, do reflect for readers how their authors have created them. (Uzun-Subaşı, 2000).

Writing requires education since writers are expected to cluster connected ideas, connect the paragraphs, and arrange the thoughts in order to comprehend a

communication act. Literacy, as opposed to just "reading and writing," is a phrase that recognises the fundamentally connected nature of the two acts of reading and writing, which is one advantage of using the term "literacy" rather than just "reading and writing." It is a critical pedagogical implication that the two should be taught as being closely related, breaking what had been some time-honored customs of teaching the two as distinct activities. This is because it is the case that the two are intimately interconnected (Christie, 2006, p. 51).

Two approaches for teaching writing are product-based and process-based. Within the typical product-based approach writing is considered the recording of ideas: connected info is gathered Associate in Nursing written in an quarrelsome, compare and distinction or downside and answer manner and usually evaluated in terms of formal criteria like descriptive linguistics, vocabulary or punctuation. what's necessary in such Associate in Nursing approach during which writing and analysis works automatically is that the correct use of writing technique (Dilidüzgün, 2011). Studies within the Eighties tend to specialise in method writing. during a method approach, in fact the merchandise and accuracy and descriptive linguistics are necessary-they are simply not the primary and solely factor that's important. A high-principled method approach continually pays serious attention to the product-but Associate in Nursing applicable stage within the method (Raimes, 2002: 308).

The target of writing studies ought to be to show not what to write down however a way to write and facilitate students discover however a text is built analyzing the text. then they apply constant method whereas they write their own. author (2006, p. 52) emphasizes the role of the academics as a guide not Associate

in Nursing evaluator concerning the statement of Mackay et al (1989) that “Our most immediate task was to create materials that may place learners in continuous management of the written communication they were manufacturing in changing into readers and writers”, whereas Hairston (1994) says that writing isn't linear however algorithmic. Pre-writing, writing, and redaction are overlapping activities that represent one another.

Seow (2002, p. 319) points out academics ought to model the writing method at each stage and teach specific writing ways to students through important schoolroom activities and as students undergo the assorted stages of writing, they perceive what quite product is anticipated at every stage. Uzun- Subaşı (2007) remarks that being competent in a very language does not facilitate writing. Writers notice themselves in a very problem-solving scenario within which they ought to care concerning the content and also the audience, organize the components of the text in unity, to convert sentences into utterances victimization acceptable vocabulary, adapt to writing criteria, and outline and solve the issues they face throughout the writing method. Byrne (1988) summarizes the complication of writing underneath the 3 headings of psychological, linguistic, and psychological feature.

The comprehension exercises that are included in Turkish textbooks are considered to be lacking in this aspect. In most cases, it is expected of the students to answer questions in order to get the information included in the text, and not to determine how the author structured the text in order to provide this information. In addition, process writing is taught, but it is not put into practice with activities such as writing on the text read or a proverb and providing students with a list of writing

principles (Dilidüzgün, 2011). This is despite the fact that process writing is taught. Learning to write in senior high school is divided into two, namely writing for low grade students and writing for high grade students. The writing ability of low-grade students is emphasized on the skill of writing simple sentences by writing correctly.

Writing skills in high grades are directed at language and written form that known as narration, description, argumentation, persuasion, expository, and so on. Narrative writing skills are activities that need to be developed by students who are still in elementary school, especially students who are in high grade. Narrative writing is a form of prose that tells of human experiences or events that are described in detail based on developments over time. The events that are narrated can be from their own experience or the experiences of others that occur in one unit of time (Kurniaman, et al, 2018).

Learning to write is expected so that students can develop their initiative and creativity. Students are able to imagine, compose sentences and choose words in learning to write. They are expected to be able to express their idea in writing. To overcome the problems that arise above, it is necessary to find solutions to overcome them. Therefore, in this study, efforts to know the difficulties in writing essay.

The close relationship that exists between reading and writing is one that is well recognized and acknowledged by teachers (Routman, 2003; Tierney & Pearson, 1983). Reading and writing are two skills that need to be combined in order to enhance both of them. When it comes to combining reading and writing in order to increase student understanding, helpful tools include writing summaries, examining texts from many viewpoints, applying graphic organizers, and making use of

discussion notebooks. According to Gammill (2006), "writing to learn" is a strategy that "any teacher in any area may develop and utilize effectively with students." This strategy aims to increase students' knowledge and understanding (p. 755). The four approaches to writing that are mentioned in this article are ones that instructors may utilize in any subject area to assist their students in gaining more from the texts they read and in building their abilities of comprehension.

In fact, some students find difficulties in writing essays. Students faced some problems when writing essays. students' problems are limited knowledge of essay writing matters such as grammar. This causes them to be unable to convey ideas in writing.

Many studies have been conducted in order to explore the EFL students' problems in writing. One of them is Alfaki (2015) who found that there are various types of writing problems, specifically, mechanical problems, linguistic problems, cognitive problems, and psychomotor problems. He explained that the cognitive problems that students face in writing include problems of punctuation, capitalization, spelling, content, and organization. He also recommended that the learners of the English language should read a lot, free writing practice is a good exercise for improving students writing ability, note-taking is also very helpful in enhancing the way students generate ideas, and learners should not panic when experiencing writer's block.

Different from (Alfaki), Seensangworn (2017) discovered that both English major and non-English major students experienced the same problems when writing in English. These problems are classified into four categories: (1) contents and ideas, (2) organizational pattern, (3) the development of ideas, and (4)

language use. However, English major students have less writing difficulties than non-English major students since they have studied more English courses and subjects and practiced more frequently. In this study, the writer focused on what are the students' difficulties in writing essays. It is important to conduct this research because students have to improve their writing skills.

As previously explained, researchers are interested in analyzing the EFL students' difficulties of English essay at man 1 Kediri. The research was held in class X IPA 4. Based on the explanation above, the researcher intends to conduct a study entitled “**EFL Difficulties of English Essay at Man 1 Kediri**”.

B. Research problem

- What is the students' difficulty in English essay writing by students of MAN 1 Kediri?

C. Research objective

- To know the students' difficulty of English essay writing in MAN 1 Kediri.

D. Limitation and scope

The limitation of this research is analyzed of student's difficulties in essay writing. Scope this research will examine the 10th grade science 4 class students of MAN 1 Kediri about EFL Difficulties writing English essay.

E. Significance of the research

In connection with research question and objective above, the important benefits of Writing English Essay are:

1. For teacher:

Teachers are skillful in learning and teaching writing

1. For students:

This research can find the problems of student's activities on writing English essay.

2. For researcher:

The result of this research can help the researcher to improve the knowledge about what the students' difficulties in writing an English essay are.

F. Definition of key terms

1. Writing

"Writing" is that the method of exploitation symbols (letters of the alphabet, punctuation and spaces) to speak thoughts and ideas in a very clear kind. a gaggle of letters or images written or marked on a surface as a method of human action concepts by creating every symbol indicate an inspiration, concept, or thing, by mistreatment every image to represent a group of sounds sorted into syllables (syllabic writing), or by relating to every image as corresponding roughly or precisely to every of the sounds within the language (alphabetic writing).

2. Essay

Essay is a type of written work that contains a combination of facts and opinions. Essays are more subjective from the author's point of view, which are analytical, speculative, and interpretive.

3. Writing Problems

Writing may be a difficult ability of English. once students have sensible vocabulary and therefore the sentence pattern, they were ready to organize and write a decent composition of writing. additionally, writing is students' expressing their plan and feeling that combined with vocabulary mastery, descriptive linguistics

mastery and technique to put in writing a decent writing kind. supported rationalization higher than, it will finish that writing is ability of English in expressing plan and feeling that combined with vocabulary mastery, descriptive linguistics mastery and technique to put in writing a decent written kind. In oxford Advanced Learner's wordbook, the definition of drawback is question to be resolved or determined.

4. Report Text

Report Text could be a kind of text in English that describes the print of object. Details during this text square measure scientific details that embody the outline of objects, each physical and non-physical, from scientific facts regarding the thing. Report Text is enclosed within the Descriptive Text, that provides data to readers regarding the thing of this text itself. though Report Text and outline Text square measure virtually constant, they're truly 2 totally different texts. Report Text tends to guide to scientific factual text and is a lot of general than Description Text in order that there's no subjective opinion from the author

5. Difficulties

Difficulty is a condition in which students cannot study in a focused and orderly manner, due to misunderstanding or lack of clarity in the material provided in learning.