

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) research problem, (3) research objective, and (4) significances of the research.

1.1 Research Background

Language is very important for human life because language allows people to interact and communicate with other people in the world. As supported by Rohim (2016), language is a communication tool used in interaction with humans. Language becomes a weapon for humans to interact. The function of language is to play a role in connecting people from different places and cultures. Then, Collins (2005), the identity characteristic of a nation is language. Because through language people can identify a nation. It means, language is needed for humans in interacting to establish communication with other people in the world.

English is an international language. As supported by Kusuma (2018), English is the most widespread language in the world. Because it is used by many people in various countries to communicate with other people in various contexts such as government, media, business, especially in the field of education. Then, Ismayanti and Kholiq (2020), English has an important role in education in Indonesia. Starting from elementary school to university English has been taught, if someone studies well, a lot of information and knowledge can be obtained in learning English. Therefore, English is very important to learn in order to be able to communicate with other people in the world.

In learning English, students must learn several English skills, one of which is writing skills. According to Bunyamin and Rahmawati (2021), students should master four skills in learning English, including speaking, listening, reading and writing, and these four things are related to each other and support each other in learning English. Additionally, Oktarina (2021), one of the skills that encourage students to speak in English is writing. One's speaking ability is supported by good listening skills and the ability to master writing is supported by reading fluency. As mentioned by Hastuti (2020), everyone learns to write from childhood, but not everyone has writing skills. In formal and informal situations students can communicate fluently, but when asked to write an English essay with a certain theme, students find it difficult to express it and feel unable to compose word for word to become written in English. Therefore, in various fields today, writing skills are needed. Pointedly, of the four skills in learning English, writing should be more focused on students.

Despite its significance, writing is considered as the most difficult skill in English. According to Destiana (2019), writing is a productive and expressive activity to express ideas, knowledge and thoughts. Most students find it difficult to find ideas when writing and not a few of them write wrong sentences and cannot even finish writing because of a lack of vocabulary and ideas. Richards and Renandya (2002) argued that for second language learners, writing is the most difficult skill to master. The difficulty lies in translating, not just in producing or editing ideas so they can be read. Correspondingly, Wiedarti (2016), stated that everyone will have difficulty in writing, namely when determining the topic or

problem to be written. Then, as supported by Febriyanti (2021), writing is the most difficult of the four language skills. These difficulty come from three reasons. First, writers must use proper grammar, second the writer must pay attention to planning and organizing in writing and the last, writers must use the right combination of content and punctuation without leaving out any important information. This is not an easy task for English teachers to teach it, especially in learning to write descriptive paragraph. It means, writing skills are not easy for students to master.

In the teaching process, teaching writing is a challenge for English teachers because they must have teacher competence. According to Mutiara and Zuraida (2020), if the teacher does not involve the abilities that must be taught, it means that the teacher cannot provide what is needed in the curriculum, whereas in the writing process students must be able to find topics and develop ideas in a text. One of the factors causing the teachers difficulties in teaching writing descriptive text is from the students. Correspondingly, Ulfah (2020) mentioned students' different understanding, students' laziness, students were not able to master grammar (tenses, pronouns, and vocabulary), students inability to compose sentences, cause problems for teachers to teach descriptive text. Then, Oktarina (2021) also stated that limited time in the class. This is also causes problems for the teacher because the teacher cannot convey the material clearly. Therefore, the teacher expects students to collaborate in the learning process and can take place well as expected.

Descriptive text is a text that describes a certain object state. Yoandita (2019) argued that descriptive text is a text that is created to describe particular person, place or thing. According to Febriyanti (2021), descriptive text is a clear description of a people, place, object, or event using details that are appropriate to the event. The author describes in detail what the writer see, hear, touch, smell and feel. Additionally, Rumisek and Zemach (2005) claimed that descriptive text uses adjectives to describe and tell us how something looks, feels, tastes, sounds or smells. Meanwhile, Erlina et al. (2016) proposed descriptive is a type of writing in which ideas are arranged based on spatial or location, such as in the description of a people, landscape, building, and so on. The function of spatial detail in writing is important to describe the size, shape, or appearance of something. The details can be in order from top to bottem, right to left, outside to inside, near to distant, ceiling to floor and so on. Then, Karimah (2016) added that from descriptive text, readers can understand it in depth, can also imagine something logically. In conclusion, descriptive text is a text that invites the reader or listener to imagine and feel what is written in a text.

Despite its significance, descriptive text is one of text which is difficult enough to be learn by students. Karimah (2016) proposed that although they have learnt about how to describe someone, animal or things, they still have not been able to write descriptive well. Many factors can make the students have difficulties in writing descriptive text. According to Yoandita (2019), at the tenth grade, some of the students felt difficulties in arranging the sentences in writing descriptive text. Furthermore, Febriyanti (2021) proposed that students make an

imagination, but they did not explore in writing. From descriptive text, the readers can understand it deeply, the readers can also imagine that something with senses. Moreover according to Langan (2006), when the writer describes something or someone, the writer gives reader the picture in words. Therefore, some students feel lazy in learning English. It means that, in teaching writing descriptive text, the teacher appeal imagination and perceptive senses to make students taste, hear, smell and feel as they present vivid word of the subject.

In relation to this, the researcher conducted a preliminary study by interviewing one of the teachers of English at SMA NU Palembang. The teacher confirmed that descriptive text is taught to the tenth grade students, in the second semester. In addition, the teacher stated that the tenth grade of SMA NU Palembang had problems in writing descriptive text.

There were numerous studies related to this study. First, a study by Ulfah (2020), showed that there were five problems in the writing learning process, they are: students' different understanding, students' laziness, students were not able to master grammar (tenses, pronouns, vocabulary), students' inability to compose sentences, and limited time to do assignments. Second, at study by Oktarina (2022) found that the problems of teachers in teaching writing, were: difficulty in motivating students, differences in student levels and limited time in class.

The researcher focused on teachers problem in teaching writing descriptive text. There were several problems of the tenth grade students in descriptive writing. The purpose of this study was to find out the problem of teachers in teaching writing descriptive text in the tenth grade of SMA NU Palembang. Based

on the background, the researcher was interested to conduct the research entitled “Teachers’ Problems in Teaching Descriptive Writing at SMA NU Palembang”.

1.2 Research Problem

Based on the previous background, the researcher formulated the research problem: “What were the teachers’ problems in teaching descriptive writing at SMA NU Palembang?”

1.3 Research Objectives

From the above problem, the researcher formulated the research objective as to find out the teachers’ problems in teaching descriptive writing at SMA NU Palembang.

1.4 Significance of the Study

This study was expected to provide benefits and informations for several parties. They are for:

a. Teachers of English at SMA NU Palembang

The researcher expected the result of this study provided benefits for teachers, especially teachers at SMA NU Palembang. This study explained the problem of teachers in teaching writing descriptive text. Teachers were expected to find the right solution, so that the teachers would solve problems related to the difficulties of teaching writing descriptive text to their students.

b. Prospective English teachers

For prospective English teachers, this study was expected to provide benefits for them to prepare appropriate learning methods,

especially for students who have difficulty understanding written material so that the teaching and learning process runs as expected by teachers and students.

c. Researcher herself

For the researcher, this research provides many benefits and information about the difficulties faced by teachers in teaching writing descriptive text. The results of this study helped researcher to identify the problems faced by teachers in the learning process.

d. Other researchers

This research was expected to contribute to other researchers to increase knowledge about the problem of teachers in teaching writing descriptive text and to use it as further references dealing with problems experienced by teachers when teaching descriptive writing.