

## CHAPTER I

### INTRODUCTION

This chapter talks about research context, research focuses, research objectives, significance of the study, scope and limitation and definition of key terms.

#### A. Research Context

The process of writing, as we can readily see, contains a number of stages which can be represented in a number of activities as illustrated above. However, the activities involved in writing oversimplify matters because, although writing in general covers those overall stages, the process of composition is not a linear one, moving from planning to composing to a revising and editing. It would be more accurate to characterize writing as a recursive activity in which the writer moves backwards and forwards between drafting and revising, with stages of re-planning in between. In other words, the writing process was naturally recursive and generative, with students re-reading their works, assessing them, reacting, and moving on.<sup>1</sup>

The primary aim of the process approach, therefore, is to help students to gain greater control over the cognitive strategies involved in composing. This suggest a number of principles for the teacher to incorporate into the teaching

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<sup>1</sup>Basturi Hasan, *Organizing Essay Writing for Academic Purposes: A Process Approach* (Yogyakarta: GrahaIlmu, 2017), p. 2

of writing. several issues arise for any lecturer trying to incorporate principles of process writing into his or her professional practice. First of all, instructors need to provide time for writing in the supported learning environment of the classroom in order that many students will benefit from structured tasks which teach them strategies for planning, drafting, and revision. This ‘collaborative writing’ practice provides students with readers and critics of their work in the classroom and other supporting rooms of studying. They become accountable in the way that writers are in real life, and this accountability is a strong incentive for clear and effective writing. another value of providing class time for writing is that the lecturers can focus strongly on the role of revision. Part of this focus should be setting up activities which show students that they can take on more responsibility for improving their own work. <sup>2</sup>

One of the difficulties for students writer is discovering ideas and getting started. The students find the writing task very difficult. Like learning problem, writing is a serious problem to the students as student progress in their studies, they are expected to write about what they have learnt in their classes. However, if the students do not develop and improve their writing techniques, they will unable to keep up with their level. As we all know, difficulties which students faced in writing are rooted in a lot of things that they should have done. Students are very difficult in starting the writing assignment.<sup>3</sup>. Writing is one of language skills which needs more practice. It is complex and time-consuming process. We can learn to speak naturally; on

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<sup>2</sup>Ibid, p.3

<sup>3</sup>John E Lincoln, *Writing A College Handbook* (New York: W.W Norton Company, 1982), p.13

the other hand, writing is culturally specific, we learn to write if we are members of literate society, and usually only if someone teaches us.<sup>4</sup>

An essay is a piece writing contain with person's thought about subject, So it is a writing of person which inform about a subject or topic. Azizah states "An essay is a short piece of writing that tells a person's thoughts or opinions about subject."<sup>5</sup> An essay contains of three parts namely introduction, body, and conclusion. Same as others writing an essay also have severals steps in conducting it such as getting the topic then getting started on writing an essay, developing and organizing idea, and others, students have to pass them, even though it is difficult for them. In writing an essay students must start from introduction, it contains of some sentences or probably contain additional sentences.<sup>6</sup> In this case students have to discover their ideas and get started. Lincoln states that sometime the hardest part of writing is getting started. They do not know what should be written in their paper and very difficult to produce the minimum number of required word they want to write. Freeman states "Consequently they found it very difficult to produce the minimum number of required words.

Based on the interview result of the thirdsemester students of TBI, they feel difficulty in writing the first sentence that will be coherence with continue sentence. One of the students said that, she gets difficulty to write an essay is how to develop a sentence, he gets difficulty in getting an idea or inspiration

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<sup>4</sup>H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy, Third Edition* (San Francisco: San Francisco State University, 2007)

<sup>5</sup>Siti Azizah, *The Process of Writing An Essay*, (Pena Salsabila, 2013), p.21

<sup>6</sup>Ibid, p.22

in the first of my writing..<sup>7</sup> From the phenomena of some students of the third semester at IAIN Madura, one of them said that she gets difficulty when she writes an essay of finding other ideas, she is difficult in getting inspiration to make an idea that relation to the next idea.<sup>8</sup>

The researcher finds previous study for this research that is from the thesis of Siti Maniyah Larasati, *The Study of Formulating Thesis Statement Difficulties in Writing an Essay of The Fifth Semester Student at English Teaching Learning Program IAIN Madura*.<sup>9</sup> The other previous study from Dini Hardiani *The Students' Difficulties in Writing Thesis Statement*<sup>10</sup>, that found the main problems were on the grammar rules of the low capacity of the students' grammatical competence. It is therefore suggested that the teacher should give various exercises in the use of grammar of essay writing and how the ideas could be delivered well.

From the phenomena above the researcher conducts about "The Students' Difficulties in Writing an Essay at The Third Semester of English Teaching Learning Program at IAIN MADURA in order to know and solve the students' difficulties in writing an essay.

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<sup>7</sup>Interview with Desita Tri Wulandari, on 12 November 2019 at 05.26 am

<sup>8</sup>Interview with Alifatul Umniyah, on 12 November 2019 at 05. 19 am

<sup>9</sup>Siti Maniyah Larasati, *The Study of Formulating Thesis Statement Difficulties in Writing an Essay of The Fifth Semester Student at English Teaching Learning Program IAIN Madura*, Thesis.

<sup>10</sup>Dini Hardiani, "The Students' Difficulties in Writing Thesis Statement." *STKIP Siliwangi Journals*, 1 (January, 2017) page.,80.

## **B. Research Focuses**

Donald Ary states that a qualitative problem statement or question indicates the general purpose of the study.<sup>11</sup> According John W Creswell research problem are the educational issues, controversies, or concern that guide the need for conducting a study.<sup>12</sup> Based on the definition above, problem of the study can be formulated as follow:

1. What are the students' difficulties in writing an essay at the third semester of TBI at IAIN Madura Academic Year 2019/2020?
2. How do the students overcome the difficulties in writing an essay at the third semester of TBI at IAIN Madura Academic Year 2019/2020?

## **C. Research Objective**

A research objective is a statement of intent used in quantitative research that specifies goals that the investigator plans to achieve in a study.<sup>13</sup> It means that the answer or goal of the problem.

To answer the problem above, the researcher had determined the objective study as followed :

1. To show the students' difficulties in writing an essay at the third semester of TBI at IAIN Madura Academic Year 2019/2020
2. To explain how do students overcome the difficulties in writing an essay at the third semester of TBI at IAIN Madura Academic Year 2019/2020

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<sup>11</sup>Donald Ary, *Introduction to Research in Education*, (Canada: Wardsworth, Cengage Learning, 2010), p.53

<sup>12</sup>John W Creswell, *Education Research* (Boston: Pearson Education, 2012), p. 59

<sup>13</sup>John W. Creswell, *Educational Research* (Boston: Pearson Inc, 2012), p. 111

#### **D. The Significances of The Research**

The significance of the study is about the use or the importance of the research.<sup>14</sup> There are two kinds of research significances that provide in the research, they are theoretical significance and the practical significance. It consists of the benefit of the learning directly.

##### **1. The Practical Significance**

###### **a. For students**

To be knowledge for students in comprehend writing an essay.

###### **b. For the researcher**

The research is to be a new scientific in solving the students' difficulties in writing an essay.

#### **E. The Scope and Limitation**

Scope and limitation of the study explain about limitation of the variables that observed population or subject of the study and location of the study.<sup>15</sup> Concerning from that definition the scope in this research is students' difficulties in writing an essay.

Limitation is the weakness of the study and makes recommendation for future research.<sup>16</sup> This limiting research is focus on the third semester of TBI in E Class at IAIN Madura academic year 2019/2020.

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<sup>14</sup>Tim Revisi, *Pedoman Penulisan Karya Ilmiah*, (STAIN Pamekasan,2015), p. 23

<sup>15</sup>Tim Revisi, *Pedoman Penulisan Karya Ilmiah* (Pamekasan, STAIN Pamekasan Press, 2015), p. 11

<sup>16</sup>John W. Creswell, *Educational Research* (Boston: Pearson Inc, 2012), p. 259

## **F. Definition of Key Terms**

To avoid misunderstanding of the concept in this study, the researcher defines several key terms used in this study:

- a. Writing is one of creation from someone to send his idea or feeling in writing to reader and also non formal communication with other people.
- b. An Essay is one of writing that explain an opinion by writer depend on the subject will choose and tell one topic but have several paragraph.
- c. Students' Difficulty is the quality or state of being hard to do, deal with, or understand.