

CHAPTER I

INTRODUCTION

1.1 Background of Study

In Indonesia, English is a compulsory subject in every school from elementary school to senior high school. Overall, the aim is to change English from simply being a foreign language in Indonesia, to being a second language. Muhadjir, the Minister of Education (2017) stated Language is the identity of civilization for Indonesia, which has a diversity of local cultures, and must have a global-scale view that is in accordance with our vision, namely (Mastering Local Languages, Preserving Indonesian Language and Mastering foreign languages. According to him, there are three reasons for the importance of mastering a foreign language). First, foreign languages are the basic elements of communication to master the 21st century. Second, students can get to know and appreciate the culture of other countries. Third, there are various studies that show students who have foreign language skills are more active, creative, and flexible than students who only have one language skill. Based on statement above the researcher conclude that study foreign language is important for next generation especially learning English. The international language that spoken by learners in this world. The ministry want to students in Indonesia be able to study foreign language and able to communicate with others country in this globalization era by using international language. Besides the students know more about knowledge of language structure if they study foreign language, the students automatically understand the culture or they able to study cross culture understanding to understand and appreciate others culture.

The era of globalization requires every individual to prepare reliable resources, especially in the field of science and technology. In order to be able to master technology well, adequate knowledge is needed so that we can use it in facing the demands of a global world that is full of competition. In this case the role of English is very necessary both in mastering technology and interacting directly. As a means of global communication, English should be actively

mastered both orally and in writing. As International language, English is not only a global communication medium, English is the world's social and academic need whose mastery is in the language.

Purpose of learning English in general can be used fluently as a medium of communication and also master 4 language skills (listening, reading, writing, speaking). The English curriculum that English subject should include four skills. They are reading, listening, speaking and writing. Writing is one of the important skills that should be taught and mastered by students. It is the activity of people to perform their oral language into the symbols or graphics. Furthermore, it is one of the productive skills which have to be learned by language learners besides speaking. Writing involves communicating a message by making sign on a page. It means that in doing writing we need to convert our oral message into a symbol.

According to Harmer as cited by Wibowo (2017), writing has always formed part of the syllabus in English learning process. Students often find some difficulties in mastering writing skill. Writing is a process of thinking in its own right that need much effort to manage idea and thoughts. In writing process, students have to be more creative to organize ideas into a text. Richards, Renandya as cited by E ratnaningsih (2016) explain that the most difficult skill for second or foreign language students to master is writing. Not only in organizing concepts, but also the difficulties are in translating these concepts into a readable text. Teaching writing for students who learn English is one of the important things that have to be done well because it will influence the students' ability in increasing their writing ability. It is commonly believed that an appropriate teaching media will have a contribution to the success of students' writing ability. Furthermore, it will be true that teaching writing will be influenced by the teaching media which is used by the teacher. In Senior High School there are some guides texts that should be thought, one of them is Report texts.

Researcher conducted an interview on Thursday, March 17, 2022 with an English teacher at MA Walisongo. The researcher asked some questions to the teacher. The first question is about the problems in learning writing. The teacher explained that students writing competence is low because of lack vocabulary.

The teacher found many grammatical errors on students' writing task and also get difficulties to spell some words and organize sentences or in using a correct tense.

The second question is about media that is used by teacher while teaching writing.

The teacher explained that she used textbook in that school. She said during pandemic used Electronic Learning. It makes the students lazy to write in kind of texts especially of report texts because they have to write on a piece of paper and upload in Electric Learning. One indication is low quality of students' writing report texts in content and organizing a word into sentences. This condition also analyzed by Oshima & Hogue (1998) and cited by Setyaningsih (2015) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics. Several researches have been conducted to the students' ability in writing report texts. The first research is written by Farikha (2018) who conducted a research about an analysis schematic structure of report texts written by third student of UTM. The second is written by Rahmi Azizah (2018) who conducted a research about students' ability in writing report texts of grade XI at SMK Paina. Even though there are a lot of researchers who have conducted previously, this research is different because the researcher gives score after the teacher and then the researcher itself, the second researcher interviews the students to find an obstacles the students in writing report texts.

1.2 Research Question

1. How are the students' writing report text scores ?
2. What are the obstacles faced by the students in writing report texts ?

1.3 Objectives of study

1. To explain the score writing report texts students for eleventh grade of MA Walisongo
2. To explore writing report texts students for the eleventh grade of MA Walisongo

1.4 Problem limitation

The researcher will focus analyze report texts to know student in skill writing in report texts

1.5 Significant of Study

The results of this research positively will give contribution to English teaching and learning, they are :

1.5.1 Theoretically

The result of the research can be used as an input in English teaching learning process, especially in teaching writing. The result of the research can be used as the recommend for those who want to conduct a research in English teaching learning process

1.5.2 Practically

1. For teacher

The significants of this research are that they can analyze the students' writing skill, and the result can enhance the teacher professionalism quality as an educator

2. For students

The significants of this research for students are that they are able explore better their writing skill for researcher. The research provides information also starting point for other researcher in same topic.

3. For the school MA Walisongo

The significants of this research for MA Walisongo is that the English teachers can explore better their skill in teaching writing and students can get good score their writing skill. These analyze automatically can increase the quality of MA Walisongo

1.6 Definition of Key Terms

1. Writing

The activity someone from what their thinking and create symbol letter by letter to produce a word into sentences to be paragraph and become stories

2. Report Texts

The text that convey information about something just the way it is as the result from systematic observation and analysis. The text has a generic structure ,the first is general classification and the second is description can describe part of quality, behavior, and utility

