

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

English is the language of global terms that need to be developed in Indonesia. Why? Because English is an international language so it is necessary for Indonesian to learn it. Here are several important reasons to learn English. The first fluent in English can increase our value and would be more appreciated in the international business world. Next, English is also used in scientific language, so to excel in the science we must fluent in English. Then, we can teach and train communication in children using the English, so the children can know the English early. Beside that many learning resources both printed and internet media are using the English, so we can gain knowledge from these different sources.

Due to the ability to speak English, people is able to obtain and provide information that is very important to develop one self and the environment. According to Kashani, Mahmud, and Kalajahi (2013), English is often studied in formal educational, such as schools, universities, and language institutes. In Indonesia, language has been incorporated into the curriculum of English schools and colleges so that English can be taught to the Indonesian learners well. Learners are humans being with all nature. In English there are four skills that should be mastered, one of them is writing. Writing as a skill of output, is considered the most difficult of the four basic language skills, it is a comprehensive embodiment of their English linguistic knowledge and proficiency. "Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second language learners." (Hamp and Heasley, 2006). In other words, writing is the part of the delivery of ideas or the depiction of a language so the message can be understood by the reader.

In learning English there is a variety the type of texts studied, there are descriptive, narrative, report, recount, procedure, announcement, advertisement, review, explanation, anecdote, spoof, news item, and discussion. In this study the researcher focuses on descriptive text, writing descriptive text which is often considered trivial, but there are still a lot of errors that occur in the process. The researcher thinks that a descriptive text makes students develop their imagination especially in written text in English. For this study the writer wants to know students' ability about writing descriptive text, especially for ETP's students of accounting education. Based on information from the ETP's tutor, the students' difficulty was in writing an English text, especially for students of accounting education which essentially do not learn more about the language.

English Tutorial Program (ETP) is a program provided by the Institute of Development Studies and Languages from Muhammadiyah University of Surakarta in particular for semester students of 1-2, where the program has a weighting of 35% over the course of English one they take. English Tutorial Program gives students a vehicle to improve the English language skills with fun and interactive method that course in accordance with the mind-set of students today. The background of this program is the holding of non-English students only has four credits of English. Thus, in this case insufficient to achieve comprehensive skills such as reading, speaking, listening, and writing. For that additional English language training is given in the form of a tutorial. Formation of English Tutorial Program begins with the evaluation of the implementation of learning English. The results showed that students' speaking ability uncovered. Moreover, this activity is also intended to equip students so that makes it easier to plunge in the world of work

In this case, ETP's students have been asked to write descriptive text. Descriptive text is a text that is widely used in daily life to describe objects, places, people, animals, etc. Descriptive text defined as a text in English to describe what kind of objects or mortal that we describe the appearance, smell, sound, texture, quantity and its properties of the objects or mortal. Descriptive text does not require detailed information for example on research or observations depth in describing

something. But, descriptive text further to describe what we see, hear and feel something that we want to describe.

In writing the descriptive text was not easy as imagined. There are some problems that arise when students will write descriptive text, among others, students still shy to speak and use English, lack of student motivation in learning English, this is evidenced by the difficulties experienced by students in English writing due to a lack of ideas and vocabulary, beside that the student still confused in distinguishing between the report text and descriptive text, they also assume that the English was difficult because they need to study the different grammar structure in Indonesian language.

Sari, Refnaldi, and Rosa (2013) studied about the writing skill in recount text of junior high school in Padang. In their study was conducted to see the students' skill and the problems faced by students in writing the recount text. Samples were students of eight grades. To view the problems faced by students in writing, they use the test results were analyzed based on aspects of writing. In addition, they also use a questionnaire which was distributed to the students. In their research the average problems experienced by students is on the mastery of grammar and vocabulary.

Based on the background above, the researcher is interested in analyzing their writing in descriptive text. As we know in general description is about our experiences related to the senses, how something looks, sounds or feels. And explanations of descriptive text itself is a text or a paragraph that contains a picture of something that is being told in writing, so as to make the reader as if viewed directly about something that told. The descriptive text is usually in simple present tense. It is necessary for the teacher to make teaching and learning writing descriptive text more interesting. Then the researcher tried to analyze the students' ability in writing descriptive text, especially for ETP's students of accounting education.

## **B. Problem Statement**

Regarding the research background, the researcher formulates the problem statements research problem as follows:

1. How do ETP's students develop the main idea of descriptive text?
2. How is the accuracy of the grammar structure used in descriptive text by ETP's students?
3. Do the ETP's students use cohesion and coherence in their descriptive text?

## **C. Objectives of the Study**

Based on the problem statement mentioned above, the writer has the purpose or objectives as follows:

1. To know ETP's students develop the main idea of descriptive text.
2. To know the accuracy of the grammar structure used in descriptive text by ETP's students.
3. To know ETP's students use cohesion and coherence in their descriptive text or not.

## **D. Significance of the Study**

This research is expected the beneficial are as follows:

### 1. The Theoretical

This study is projected to give new contribution to the larger body of knowledge, and as the resource of information for next researcher in the future

### 2. The Practical

This study is expected to know the students' writing ability particularly descriptive text, to develop the students' acknowledge especially in writing ability, and to know factors affect the students' writing ability.

### **E. Research Paper Organization**

This research paper is divided into five chapters. The first chapter is introduction, which consists of the background of study, problem statement, objectives of the study, significance of the study, and paper organization. The second chapter deals with underlying theory involving theoretical review and previous study. Third chapter is research method, in this chapter the researcher explains type and design of research, research setting, data and data source, data collection technique, data validity, and data analyzing technique. Fourth chapter consists of data analysis, research findings, and discussion of the findings. And the last chapter is about conclusion, implication, and suggestion.