

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points, that are introduction that concerns with background of the research, research question, objectives of the research, contribution of the research, and definition of terms as will be elaborated in the following sections.

1.1. Background of the Research

Mastering English is a must for people. As Crystal (2003) said that English has become an international language which dominates in various fields of life such as politics, diplomacy, international trade and industry, commerce, science and technology, education, the media, information technology, and popular culture. Because of that Learning English becomes very essential and versatile as a mean of communication in 21 century era (Mirhosseini& Bardi, 2018).

Therefore, English in Indonesia is as a subject taught in schools. English is taught as a foreign language starting from high school to university. Most high schools offer two classes of English a week every semester throughout the two levels of high schools, i.e. junior and senior high schools, which take three years for each. (Mustafa, 2015) .In the 2013 Curriculum, English began to be taught at the Junior High School level and its focus on character development and four language skills. One of the skills is writing skill. Writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes. Weigle (2002) said that writing as one of an important skill in language teaching and learning. Because of that, the skill is continuously developed. Furthermore, Leo (2007:7) said that writing skill is the ability to write with five aspects. The aspects must be learnt are composing the content or message being well organized, the vocabulary, good grammar, and

minimizing spelling errors also the punctuation. Then, the learning process uses a text-based approach that is applied through learning activities to encourage students to develop their knowledge and skills when understanding and compiling various types of texts. Several types of text that are used as teaching materials for writing skills are descriptive, report, narrative, recount and others. As a result, students in Indonesia are producing many errors in their compositions because each genre of text has its own unique language features.

Nevertheless, it cannot be denied that there are still some problems that faced by students in writing since writing is known as a complex activity. Some of the challenges that are faced by the students are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials. Tangpermpoon (2008) stated that writing is the most difficult skill, because it requires the writers to focus on lexical and syntactic knowledge of organization in L2 to produce a good writing. From this level of difficulty, many students then face various problems in writing. Petter and Singaravelu (2020) found that students faced some problem in the use of grammar, syntax, spelling, punctuation and in choice vocabulary. Some problem which appear in writing are control of content, format, sentence structure, vocabulary, punctuation, diction, spelling, and letter formation. In addition, it also happened in writing recount text from Hayfitma's research (2021) which showed the students faced problem in organize and sequence aspect.

Students' problems in writing are evidence of the complexity of writing which requires them to work hard in the process. These problems arise of course caused by many things. One of the factors that causes students to face problems in writing is the inadequate ability of the teacher. As stated by Fareed et al. (2016), they found that inadequate teacher competence and abilities could hinder students' writing skills and motivation in writing. In addition, problems arise not only from the

students themselves but there must be other influencing factors. This is evident from the results of research conducted by Budjalemba & Listyani (2020). They found that there are internal and external factors that can cause students to face problems in writing. Internal factors consisted of self-motivation, self-confidence, lack of knowledge and feeling of under pressure. While, external factors consisted of the teacher's teaching style, classroom atmosphere, materials, and writing aspects. One example of a problem that arises because of students' self-confidence is when students feel nervous in writing. They experience fear in using grammar and vocabulary (Shang, 2013).

However, if these problems continue to be faced by students then this could lead to major drawbacks in students' academic performance. Then, Writing is not only vital in order to develop their academic performance, but also contributes to their social and emotional development.

Therefore, the researcher is interested to know the teacher's effort to solve those problem. Teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability. Dewi,et al. (2017) stated that teachers who want to help their students gain confidence in writing should try to follow a writing process that takes the student from insecurity to success. It means the teacher role in teaching learning process is important. Fhonna (2014, p. 27) also mentions that comments or feedback from their teachers influence students ability to produce better writing. In connection with that, the writer will conduct a research related the students' problem in writing, what the causes and also the teacher's effort to overcome the problems.

1.2. Research Question

This research was conducted to find the possible answer to the following questions:

1. What are the students' problems in writing?

2. What are the causes of students' writing problem?
3. How do the teacher solve the students' problems in writing?

1.3. Objective of the Research

Based on the statement of problem, the objective of this research can be reformulated as follows:

1. To find out the students' problem in writing.
2. To know the causes of students' problem in writing.
3. To describe the teacher's effort in solving the writing problem.

1.4. Contribution of the Research

The findings of this research will give some additional information and will be useful for teaching learning process, especially for teacher, and students. Based on the objectives of the research, the contribution of this research are:

1.4.1. For English Teacher

By conducting this research, the teacher will know how to overcome students' problem in writing especially in writing recount text.

1.4.2. For Students

The students of SMP N 2 Rembang can improve their ability in writing text especially in recount text and they can transfer what they know cognitively.

1.5. Definition of Term

In order to clarify the key terms used in this study, some definitions are put forward.

1.5.1. Writing Skill

According to Winterrowd and Murphy, as cited in Kurniawan and Fitrawati (2014), writing skills is defined as the

stage of transforming an idea into words on paper. But in writing, the students do not just expressed their ideas but also considering some point to make good writing.

1.5.2. Students' Writing Problem

Writing is a complicated skill of English. When students have good vocabulary and the sentence pattern, they were able to arrange and write a good composition of writing. In addition, writing is students' expressing their idea and feeling that combined with vocabulary mastery, grammar mastery and technique to write a good writing form. In other words, there are things that have not been absorbed its meaning because there is something that is difficult to achieve. Problem in writing is things which difficult to understand when writing a written task. In summary, problem in writing means the things that students do not understand when they are write a written task. In this case, need more attention to decide or solve the students' problem.

1.5.3. Teacher's Effort

According Ihsan&Wahidah(2019), teachers' effort is the teacher's way to solve the problem and how to teach their student in the classroom to improve their student ability. According to Cotterall and Cohen (2003) as cited in Abid (2020), a positive contribution of the way students improve writing skills is that students can expand their writing skills and get feedback directly from the teacher during their writing process.

1.6. Organization the Research

This study is organized into five chapters. Chapter one explain the introduction of the background, research question, objective of problem, the contribution. Beside of that, in this chapter also describe the definition

of term and organization of study. Chapter two is literature review. It involves of theoretical discussion of review which related to the research that is about writing, types of writing, types of text, causes of students' problem in writing, teacher's effort to solve problem. Then chapter three is concerned with the research methodology of the research. In that chapter, there are explanation about the method, place and time, the population and sample. Then, there are the information about collection technique and analyzing data technique. Chapter four is concerned with the analysis and discussion of the research. The last is chapter five. The chapter inform about the conclusion and recommendation of the research.

