

CHAPTER I

INTRODUCTION

This chapter details each sub-chapter that is in accordance with the systematics of writing a thesis which consists of background of the research, delimitation of the research, research questions, purposes of the research, significance of the research, and definition of key terms.

A. Background of the Research

One of the most crucial learning skills is writing. Writing is thought to be more difficult than other assignments, and students believe that it requires a greater level of focus, critical thinking, and long-term learning (Husna & Multazim, 2018). Also Fahmi & Rachmijati (2021) said that writing is a challenging skill that needs to be mastered. By writing, learners can convey what is on their minds, what is in their imagination and what they feel. Our writing will get better the more regularly we practice it. As states by Abidin (2016), writing can be more complex because basically writing is a process of expressing ideas and concepts in written language. Also, through writing learners or writers can improve their grammar, good content, organization, vocabulary, critical thinking and even cognitive skills.

For writing skills, everyone applies this skill since they are not familiar with school. Whether it is writing in the form of images, graffiti, or something else entirely. Their ideas and thoughts are expressed through the

writing, which uses images and streaks to do so. According to Suastika (2019) writing is the result of a thought that contains meaning to express the thoughts, ideas, feelings, and emotions of the writer. Then, according to Dalman (2014) writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Writing skills are given maximum attention so that they can follow the learning process. Academically, writing skills are important because they can support students' academic success (Suarsa, 2020). This skill can be honed continuously so that it can be seen from the results of the writing that is poured on the paper. With this, educators can conclude whether someone has difficulty in writing or not.

To see the developments and gaps regarding research on students' writing difficulties analysis, the researcher finds several results from previous findings. First, from Bulqiyah et al (2021) find that Cognitive issues that are regarded as challenges with writing from a point of view, transferring language, and the writing process; linguistic issues with vocabulary, lexico-grammar, and essay structure. Second, research from Badi (2015) states that the most prevalent one has to do with cohesiveness and coherence in language use. The remaining three, which are less difficult, deal with writing in one's own voice, locating pertinent subjects and sources, and referencing and citations. It is also possible to conclude that a multitude of factors could be involved in those challenges. The primary contributing factor is their lack of prior writing experience and understanding of

academic writing conventions and university requirements. Almost the same with Ariyanti & Fitriana (2017) which state that students struggle greatly with grammar, coherence, and cohesiveness. Furthermore, minor details about students' writing, such as paragraph structure, diction, and misspelled vocabulary, were also discovered. The students anticipated more intensive guidance from the lecturer, such as ongoing consultation regarding the lecturer's feedback on their essay draft, given the complexity of the essay writing task.

Another research which find about student difficulties when writing. There are from Fhonna (2014) states that six categories of grammar—spelling, agreement/verb tense, articles/determiners/plurals, lexical choice, pronoun, and preposition/collocation—were frequently misused by the students in their free-writing. The students' primary difficulties in producing free-writing were a deficiency of ideas, difficulties organizing their thoughts, and grammatical errors. Another research, from Shahsavar & Kourepaz (2020) which doing research in postgraduate student difficulties in writing find that the majority of students—even those who were proficient—were unable to analyze, summarize, or provide an explanation of the literature in their writing. They mostly concentrate on summarizing the conclusions and analyses of other researchers. Additional issues include students' lack of time and knowledge to finish their literature review as well as some professors' and supervisors' willful neglect of their duties to give students enough information to write it. In addition to

improving students' motivation to write well on all of their writing assignments, resolving these issues can help them overcome the unpleasant emotions and experiences they had when writing their literature review sections. Last, Boonyarattanasoontorn (2017) find that students have difficulties in writing at a very high level. Additionally, the students' most significant writing issues were related to grammatical components. These issues were brought on by students' anxiety when writing, which was brought on by their lack of proficiency with grammar and vocabulary.

Writing skills do not only apply during the learning process, but are also useful for the future. The writing skills can bring success in the future. Writing has an influence in the world of work, career paths, and in any form of profession. Huy (2015) said that one of the most crucial aspects of studying English is writing, which is not only a skill for academics but also a skill that is useful in all professional domains. Also, Lee and Schmidgall (2020), emphasize that the ability to write effectively is an important job skill in all professions and business sectors. So it is necessary to learn skills, especially writing skills, because writing will last forever.

This research is a replica research from previous researchers including the research design section. Research conducted by Astuti, et al (2023) which examines students' perceptions about writing, the difficulties experienced by students in learning to write and the best media sources for learning to write at the tertiary level. Similar to this research with research by Astuti, et al (2023) is that they both examine student perceptions, student

difficulties and the best sources at the college level. As well as the sample level which has the same level or level of study or within higher education. The participants recruited were those who were classified as actively taking writing classes. The difference between this research and the research conducted by Astuti, et al (2023) is the sample location used. In this research, the sample used was students in the 4th semester of the writing course at Universitas PGRI Madiun.

Based on the explanation above, many students have difficulty in writing with various aspects of writing skills, so this research aims to determine students' perceptions of writing, the difficulties experienced by students and the choice of the best sources for students in writing in accordance with a replica of previous research entitled " Analyzing Students' Difficulties in Learning to Write".

B. Delimitation of the research

Delimitation is a sign or line that is used as a boundary for research. There is a delimitation so that research does not exceed the circle of research boundaries and is within its environment. In other words, delimitation can contains the participants, the focus of the research objectives and the desired location. Therefore, the researcher focused on the main things as follow :

1. The research subjects were students of the 4th semester writing class
2. Researchers will focus on students' perceptions regarding writing skills, difficulties and the best media sources for learning to write
3. This research will be conducted at Universitas PGRI Madiun

C. Research Question

Based on the background of the study explained above, the questions that will be investigated in this research are as follows :

1. What are the student's perception of writing skills?
2. What are the student's difficulties in learning to write?
3. What are the most suitable sources to learn to write in college?

D. Purpose of the Research

The research objectives are related to the research questions that have been created. The research objective shows the results, something obtained in a study and expresses the researcher's desire to answer the problem formulation in the research. The research objective is formulated with a statement that can be observed and can be measured. So the aim of the research is not in the form of a question sentence. The objectives of this research are as follows:

1. To find out students perception in learning to write
2. To find out students difficulties in learning to write
3. To find out the most suitable sources for learning to write at the college level

E. Significance of the Research

The researcher hopes that this research can participate in the process of teaching and learning English.

1. For students

The results of this study can be used as a reference to see how important writing skills are for the future so that they can improve their writing skills according to the business field of work later.

2. For teachers

The results of this study can help teachers to more easily understand the level of difficulty of students in writing. Teachers can see how important writing skills are for students.

3. Other researchers

This research provides additional information and reading sources or references for other researchers who wish to conduct further research in related fields

F. Definition of Key Terms

The inclusion of an operational definition is intended to equate understanding between researcher and readers. In addition to assisting researchers in explaining the concepts in the study. The following is the formulation of the operational definition;

1. Analysis

An activity carried out by examining or investigating an object to find out its actual condition. This activity usually occurs in the context of research and even data processing to make it easier for researchers and even readers to understand the object.

2. Difficulties

A situation where a person experiences disturbances or is unable to understand, comprehend or even think further about what is to be learned, whether in language, spoken or even written form.

3. Writing

A process of expressing ideas in one's mind with a good language structure, even just scribbling with a pen on paper or other media.

4. Writing Difficulties

An obstacle or problem experienced by someone in carrying out writing activities including difficulties with grammar, sentence structure, good content and others.