CHAPTER I

INTRODUCTION

A.   Background of the Research

The role of English in improving a nation's education system cannot be underestimated. English has been established as an international language that is a unifying communication tool for languages around the world. Although English is a foreign language in Indonesia, it is very important in everyday life. English is one of the subjects given to students from elementary to college levels. The Indonesian government started teaching English to elementary school students as early as possible, by incorporating it into the Basic Education Curriculum in 1994. Since the implementation of the curriculum, English has been taught as a local content subject starting in grade IV. Although the 2013 curriculum used in primary and secondary schools in Indonesia changed English into an additional subject, it does not mean that English should not be taught in schools. This regulation was made with the intention that primary school students could improve their primary or mother tongue first, but schools still have the right to teach English through extracurricular programs.

The Indonesian Ministry of Education, Culture, Research, and Technology has made a new innovation in the world of education, that is Merdeka Belajar Kampus Merdeka (MBKM). Kampus Merdeka is a program that is participated in by collect students and all universities under the auspices of the Ministry of Education, Culture, Research, and Technology. Kampus Merdeka has several branches of activity, there are the Kampus Mengajar, Studi Independen

Bersertifikat, Pertukaran Mahasiswa Merdeka, and other programs. Kampus Mengajar provides opportunities for collect students to hone their abilities according to their interests and talents through activities outside the classroom. Kampus Mengajar is a provision for collect students by becoming partners with teachers and schools in developing various learning models and strengthening literacy and numeracy learning.

English has four components that can help learners improve their foreign language skills: speaking, reading, listening and writing. Writing is considered an essential skill for effective language acquisition. When writing in English, the language is often used for worldwide communication and understanding the information needed. As the main repository of information from around the world, written English has a significant impact on the entire education system. According to Deane (2018), writing is a method of conveying knowledge, information, ideas, and opinions to future generations and other nations around the world. One example is that in Pakistan, English has been established as a national language, which is crucial in promoting high standards of education in Pakistan's educational institutions. But unfortunately, the majority of school-age students are unable to grasp this writing talent adequately. They continue to experience many difficulties in English lessons, especially in writing (A. Ali, Javed, & Shabbir, 2017).

Based on initial observations, seventh grade students at SMP Negeri 4 Arjosari Satu Atap Pacitan also experience the same thing. Students experience difficulties, especially in writing English. As a result of the elimination of English

subjects from the elementary school curriculum, students must adjust to receiving subjects that were not previously taught in elementary school. They have to learn basic English first, such as how to pronounce the alphabet, teachers also play an important role in correcting students' pronunciation. Students also begin to learn basic vocabulary such as; personal data, full name, place of birth, address, hobbies, and others. Family vocabulary, such as; mother, father, grandfather, and others. Students also learn the names of objects around them, objects at home, at school, and in the room. The basic vocabulary mentioned by the researcher should be vocabulary that has been taught in elementary school but is now taught in junior high school. Those who should have been able to start making sentences, now had to start learning English from the basics. The English materials at SMP Negeri 4 Arjosari Satu Atap Pacitan also follow the curriculum, such as Greetings and Leave Takes, Possessive Pronouns, Days and Months, Telling Time, and others. Even though they follow the material, this makes the teacher have to be extra to teach the basic material.

From some of the things mentioned above, there are several things that cause students to have difficulty in writing, for example, limited vocabulary and dependence on English teachers. According to Irham & Wiyani in Gunawan & Yusniaty (2013: 266), there are several factors that cause students to experience difficulties in learning, namely internal and external factors. Internal factors include; a) student motivation in learning, b) student habits in learning, c) student concentration in learning, d) student attitudes in learning, e) student confidence, f) how students process material, g) how students store learning results, h) students

explore learning results, i) how students succeed. While external factors include;
a) the teacher as a guide for students, b) the curriculum at school, c) teacher
assessment policies, d) school infrastructure.

Students also experience a lack of confidence when writing. This was
evident when the teacher gave some writing problems, and then they worked on
them in groups while discussing. Discussion is not a problem, but this results in a
lack of confidence in the answers they have written in the book. There were some
students who had to look at the work of other friends before they submitted their
work to the English teacher. For some of the reasons above, the researcher
presents this study with the title "A STUDY OF WRITING QUALITY OF
GRADE VII SMP NEGERI 4 ARJOSARI SATU ATAP IN THE ACADEMIC
YEAR 2022/2023".

A. Identification of the Research

Based on the background of the study, the researcher identified
problems of the research as follows:

1. Some students have difficulty in writing.

2. Some students are not confident enough to do writing assignments
   independently.

3. Some students have little vocabulary.

B. Limitation of the Research

Based on the problem identification above, there were several
problems experienced by students in class. Researchers need to limit the

research problem to focus on the topic. In this problem, this researcher is only limited to investigating what factors influence writing difficulties in grade VII students at SMP Negeri 4 Arjosari Satu Atap Pacitan. In which case, the researcher would only examine the factors that influence students' writing difficulties.

C. Formulation of the Research

Based on the limitations of the research, the researcher formulated the research problem as follows:

1. What are the students writing errors for grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan?

2. What are the difficulties in writing for grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan?

3. What are the strategies used by grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan to overcome writing difficulties?

D. The Objectives of the Research

Based on the above formulation, the authors state the objectives of the research as follows:

1. To know the errors made by grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan in writing.

2. To know the difficulties in writing by grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan.

3. To know the strategies used by grade VII students of SMP Negeri 4 Arjosari Satu Atap Pacitan in overcome writing difficulties.

E. The Significances of the Research

1. Theoretically

    The results of this study are expected to contribute to the development of science in the field of education. This research is expected to be a reference for conducting similar research on students' writing difficulties.

2. Practically

    a. English Teachers

    The results of this study can be used as a reference for teachers to find out the factors that cause students' writing difficulties. Moreover, it also helps the teacher to be able to recognize the condition of students in class who are having difficulty writing.

    b. The College Students

    This research is also useful for helping them understand students' writing difficulties when they are at school. For teaching, observation, or other things.

    c. The Institution

    This research can be a source of information for the school to realize if there are students at school who experience problems at school. Moreover, it will also be easier for the school to carry out follow-up actions for the student.

d. Other Researchers

For other researchers, this research can be used as a reference for those who have the same interest in students' writing difficulties.