

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

In the implementation of writing activity at school, it is possible for students to find some difficulties in developing the ideas they want to deliver in the written form (Puspita, 2019). Each student has different difficulties depending on the abilities of each student. According to Sarwat et al. (2021), most students who study at school were still unable to understand writing skills well. In the research conducted by Bulqiyah et al. (2021), the cognitive problems that students often faced in writing were difficulties in determining a point of view in writing, transferring content from writing, writing processes, and linguistic problems such as lexico-grammar, vocabulary words, and writing structure.

The significant difficulties experienced by students in writing was caused by a lack of mastery of vocabulary and the language used as well as mistakes in spelling (Alisha et al., 2019; Ariyanti & Fitriana, 2017). These things seem like small mistakes, but this can have a big impact on student writing outcomes. The use of limited vocabulary and the lack of students' skills in constructing a sentence can result an ambiguous student writing. This also has an impact on the meaning that should be conveyed in writing cannot be conveyed properly. Nenotek et al. (2022) stated that students experienced severe difficulties in four aspects of writing, namely content, organization, discourse, and mechanics.

In conveying a meaning in writing, the continuity of each sentence is very necessary so the writing results will be able to convey the meaning as expected. However, cohesion and coherence between sentences is very difficult to find in student writing (Ariyanti & Fitriana, 2017). It will make the meaning cannot be conveyed properly. Apart from the above difficulties, Sarwat et al. (2021) revealed the main difficulties in students' writing were poor mastery of tenses in English, poor grammar, syntax, and insufficient vocabulary. In addition, students also experienced limitations in aspects of writing, including content, organization, vocabulary, grammar, and appropriate writing mechanics (Toba et al., 2019).

The difficulties faced by students in writing cannot be separated from the factors that influence the development of students' writing skills. These factors could be internal factors from students, as well as from outside influences or external factors (Budjalemba & Listyani, 2020; Hidayati, 2018). In practice, students often encountered difficulties because students' ideas were considered to be less creative, anxiety when writing, weak organizational structures, and dependence on the mother tongue that students use every day (Sarwat et al., 2021). Many of the students also had low motivation and interest in writing activities in English (Toba et al., 2019). With the negative factors that continue to be felt by students, students' ability to write English will be difficult to develop.

Many students encountered obstacles in their writing process, such as a lack of practice in writing activities, the anxiety they feel when writing, and a negative perspective on writing (Toba et al., 2019). This is in line with the research of Budjalemba & Listyani (2020) which stated that the internal factors that influence students' writing come from low self-motivation, low self-confidence, lack of knowledge, and feelings of pressure that students feel when writing. These things can cause fatal difficulties in student writing activities and affect the results of student writing. Toba et al. (2019) stated that external factors that affect students' writing results could occur due to limited writing time to the lack of writing learning processes taken by students. In addition, the classroom conditions and the materials used in learning greatly affected the results of students' writing (Budjalemba & Listyani, 2020; Hidayati, 2018).

In the results of students' writing in SMA Muhammadiyah Kudus, there are still frequent errors that cause difficulties in students' writing. For example, students had difficulties in spelling some words. In the sentence, "The DCC *recomends* that you use it before and after entering public places." Students was miss-spelling the word 'recommends' on the sentence. The other example is "The Importance Of Protecting The Environment", the writing of this title was incorrect. Students were still having difficulties in using appropriate capital letters. Besides the difficulties above, researchers also believe that there are factors that influence the occurrence of these difficulties. Therefore, researcher is

interested in examining the difficulties and factors that influence students' English writing.

Based on the several researches above and the condition found in the field, researcher is interested on carrying out research to know more about the difficulties that students feel while having English writing. However, the difficulties in students' English writing are always connected with the factors that influence it to happen. Therefore, researcher conduct this study to know more about the types of difficulties faced by students while having English writing and factors influence the difficulties in students' English writing in SMA Muhammadiyah Kudus.

## **1.2 Statement of the Problem**

Based on the background of this research, the researcher states several statement of the problem of this research, namely.

1. What types of difficulties are faced by eleventh grade students in English writing at SMA Muhammadiyah Kudus?
2. What factors do influence the students' difficulties in English writing at SMA Muhammadiyah Kudus?

## **1.3 Objective of the Research**

Based on the statement of problems above, researcher states the objectives of the research are.

1. To identify types of difficulties that eleventh grade students faced in English writing at SMA Muhammadiyah Kudus.
2. To explain factors influence the students' difficulties in English writing at SMA Muhammadiyah Kudus.

#### **1.4 Significance of the Researches**

The significance of the research is divided into two, namely.

##### **1. Theoretically**

Researcher hopes this research can be used and help for whom who wants to conduct the research with the same topic in the future.

##### **2. Practically**

- a. Researcher hopes this research will help students to recognize about the difficulties and factors they may be faced while having English writing and can be one of the things to make them improve their skill by knowing their weakness.
- b. Researcher also hopes this research will help teachers to choose the best method and media for teaching students in class, especially in having writing activity, by knowing students' difficulties.

#### **1.5 Scope of the Research**

The research is focused on students' difficulties in English writing skill and factors that usually affect it. The difficulties refer to the theory from Brown (2001) and Harmer (2004) about linguistics problems and cognitive problems. Besides, the factors refer to the theory from Brown (2001) and Budjalemba & Listyani (2020) about self-confidence, risk-taking, nature language effects, motivation, teacher's feedback, and lack of practice and time. The participants of this research are the eleventh grade students at SMA Muhammadiyah Kudus.

#### **1.6 Operational Definition**

Based on the title of the research, researcher states the operational definition used for the research are.

1. Difficulties in English writing are the problems that students usually faced or found as difficulties while having the English writing. The difficulties analyze using theory from Brown (2001) and Harmer (2004) about linguistic problems (grammatical, sentence construction, and word choice) and

cognitive problems (punctuation, capital letter, spelling, content, and organization).

2. Factors influence the difficulties on English writing is the aspect that is being the reasons why are students facing some difficulties during the English writing. The factors refer to the theory from Brown (2001) consist of self-confidence, risk-taking, nature language effects, and motivation. The other theory refers to Budjalemba & Listyani (2020) about teacher feedback and lack of time and practice.
3. English Writing is a writing activity that is done using English language to write down the writer's idea into a good text by processing and organizing the idea into written text. The topic refers to memorable experience.
4. Eleventh grade students of SMA Muhammadiyah Kudus are students who are already in their second year or in the 3<sup>rd</sup> until 4<sup>th</sup> semester in SMA Muhammadiyah Kudus.