

CHAPTER I

INTRODUCTION

This chapter present: (1) background, (2) research problem, (3) research objective, and (4) significance of the study.

1.1. Background

English has four basic skills; they are speaking, listening, reading, and writing. Aydogan (2014) accentuates that teachers of English have usually used the concepts of four basic language skills, namely listening, speaking, reading, and writing. Speaking and writing are called productive skills because while using these skills a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. On the other hand, listening and reading are considered receptive skills because a learner is generally passive and receives information either through listening or reading (Husain, 2015, p. 3). Thus, in English there are four skills with different functions and meanings

Writing skill as one of the four language skills which is very important to learn. According to Harmer (2007), learning integrated English skills can make students easily to learn the language, because the four skills (writing, reading, listening, and speaking) are related to each other in learning language. One of the skills that have an important function for students is writing. As it known, writing is not easy. Among the skills, writing is one of the most difficult skills to be learnt, because it needs hard thinking in producing words, sentences, and paragraph at the same time. As Renandya and Richard (2002) state that writing is the most difficult skill for second language learners to

master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. From the statement above, writing is a complicated skill and this requires more ability. So, the messages can be communicated successfully.

The definition and parts of writing is very complex. According to Nunan (2003), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Students typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers are also called the audience, who need to have ideas expressed in certain ways. Students must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The students imagine, organize, draft, edit, read, and reread. This process of writing often is cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product. Therefore, writing has complex meaning which requires combining both physical and mental act, express and impress, and process and product.

Writing skill has two types, they are non-academic and academic writing. Non-academic writing that is not directly intended for an academic or scholarly audience, for example personal opinions, letters to editors, memos,

magazine, fiction and nonfiction, etc. The other one is academic writing, which is type of writing you have to do for your university courses, such as essay, paper, research paper, term paper, argumentative paper/essay, analysis paper/essay, informative essay, position paper. These all have the same goal and principles (Whitaker, 2009, p. 2). In school, writing is the way of life which students pass the course, without some of the ability to express students writing, they don't pass the course (Brown, 2000, p.339). Additionally, it is a kind of writing which has its own set of rules and practices. These rules and practices are organized around a formal order or structure in which to present ideas, which should be supported by author citations in the literature. It is the style of writing the writer is expected to use for academic work which is likely to be different from other styles one uses every day. Finally, as a writer people should know the differences between these two types of writing so, the rules and part of each type of writing are not wrong in understanding and applying them in writing.

Teaching academic writing is different at university level. Academic writing in English at university level is technically different from writing at lower levels of education as the vocabulary, grammar skills, and the way of organizing ideas are different at the two levels (Feak & Swales, 2004 as cited in Mutimani, 2016, p. 1). The linguistic structures used at university level are more complex than those used at lower levels of education. Renandya and Richards (2002) assert that the importance of academic writing is much more crucial in university settings because students are increasingly required to

conduct their studies in the English language and must adequately produce specific writing genres in the form of assignments, essays, summaries, critical reviews and research papers. In addition, it makes some challenges to understand academic writing more specific at the university.

Teaching academic writing for undergraduate students are challenging task. Pineteh (2014) examines challenges are lack of a mastery of academic writing conventions, analysis of writing topics, using writing to construct social identities; ability to research and apply knowledge across different context and poor sentence skills. Understanding academic writing is very important for students and lecturers should know a good way to teach it. Eventually, in teaching academic writing there are some challenges which problem can be found and how to overcome it.

The challenge in teaching academic writing will certainly affect students' understanding. A lecturer must have his or her own way and the right method to be understood by the students. Each student also has different levels of understanding and different ways of learning to understand the lesson easier. Therefore, the lecturer should be able to handle in order to achieve the desired learning objectives, finally it not forgotten by students easily in the future. Sometimes, the students more comfortable learned with their friends. It supported by Astrid and Marzulina (2019) stated that students feel free to ask anything with their friends, when they think they have problems in their writing and their ability in writing improved. However, even though several studies have been conducted relating to writing in English as a second language

or foreign language, it turns out that lecturers still experience difficulties and challenges, especially English education at universities that do not use English regularly (Mukminin, Ali, & Ashari, 2015, p. 1394).

Therefore, I am interested to do a research which focused on writing academic text by the title “*Voices from the Frontline: Lecturers’ Challenges in Teaching Academic Writing*”.

1.2. Research Problem

Based on the background above, the main problem of this study is how are lecturer’s challenges in teaching academic writing?

1.3. Research Objective

Based on the background which have been explained above can be concluded that the objective of this study is to find out lecturers challenges in teaching academic writing.

1.4. Significance of the Study

I expect this study will be useful for anyone who needs more information about challenges in teaching academic writing, especially for:

1. English Lecturers

I expect that this study will be beneficial for the lecturer while they are teaching academic writing. By knowing the challenges in teaching academic writing, English lecturers can find strategy to overcome the challenges.

2. Students

The result of this study can give the information about the challenges that face by the lecturers in teaching their academic writing and how to deal with it. So, they can overcome these challenges with their lecturers.

3. Writer

This study is expected to be able to enrich the information of the writing skill especially academic writing. Writer hopes that she can use academic writing in writing skill.

4. Further Researchers

This study will be as guidance, reference, and more information for other researchers who want to conduct studies about academic writing even develop it to be more interactive.