

CHAPTER I

INTRODUCTION

This chapter presents: (1) background, (2) problem of the study, (3) objective of the study, and (4) significant of the study.

1.1. Background

English language has been commonly accepted as an active universal language in the world. One of the aims of teaching English is to develop the ability to communicate. The ability involves the four skills: listening, reading, speaking and writing. As stated by Depdiknas (2003), the teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely listening, speaking, reading and writing. Aydogan and Akbarov (2014) added language educators have long used the concepts of four basic language skills and those four language skills are sometimes called as the macro-skills whereas this is in contrast to the micro-skills, which are things like grammar, vocabulary, pronunciation and spelling. Thus, nowadays many people particularly students, ought to master English language and to reach it, the students should have abilities in reading and listening to support their speaking and writing.

One of the language skills is writing skill. It is one important skill in learning English. One of the reasons is that more and more people need to learn writing in English for occupational or academic purposes. Therefore, writing is one of the four skills that should be mastered by language learners

and it is in line with what was said by Bowker (2007), writing is a skill that is required in many contexts throughout life. Moreover, Brown (2004) has stated that writing is the nature of the composing process. Furthermore, Sadiku (2015, p. 31) has been defined that writing is a gem to pick. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression. The writing process is taught in schools and colleges. Thus, in writing, the writer should think hard about many things, such as grammar, choice of word, punctuation, capitalization, spelling, vocabulary and the unity among the paragraphs, because writing is a way of thinking and learning.

Further opinion also reinforced how students often get difficulties when they are asked to write their ideas in English, because as we know English in the context is not our first languages. For that reason, White and Arndt (1991) explained that a second language learner will need quite a long time to create an idea in writing something. Moreover, Marti (2002) said that English as a foreign language in Indonesia is necessary to be learnt for the purpose of absorbing and developing science, technology, art and cultures and founding relation with other nations. Furthermore, Oshima and Hogue (as cited in Swarni, 2016) also agree that academic writing is not easy. It needs a lot of study and practice in order to develop learners' writing skill.

However, academic writing is more difficult than only writing other kinds of writing.

In this case, research proposal is part of academic writing, because a thesis is an academic essay written by the students in consultation with two supervisors, and thesis writing is a writing activity of research. Before thesis, it should be a research proposal. According to Kheryadi (2017), research proposal is as one of academic texts and it serves several purposes. Furthermore, Emerson (2007) states that it also provides sufficient information to enable the reader to evaluate the proposed research and provide the reader with a clear indication of what the students are expecting to do, how, when, and why. Moreover, Oshima and Hogue (as cited in Puspita, 2019), ever been said that academic writing focusing on the kind of writing that second language learner need to do in higher level of education, such as in college or in the university area. Therefore, for undergraduate students, academic writing is mean that thesis writing and that's why every university wants its graduates to be able to complete their studies by proving that their research had been run in the form of a thesis and after all, in fact, indeed the students certainly have to write a thesis as the proof of their final achievement at their university.

On the other hand, research proposal is important as the starting point of the thesis, and there are several universities providing research proposal courses of two credits that it is certainly supports students in making it easier

to write theses, because the students who are studying in universities or colleges must to complete their educational programs to get strata one, but in fact some students still have difficulty and spend a long time just for writing the proposal. And this is in line with Emilia (2010) that ever been said about writing thesis in English, especially for EFL learners like Indonesians, is difficult, as the student should think not only about the content and the organization of the thesis, but also the language. Then, this makes me interested in raising this case, I know before the students do their thesis, they should do a research proposal first and also try hard to think deep to develop their ideas or critical thinking for themselves in order to be able to write their thesis right. Moreover, in this case, there are so many students in English study program at UIN Raden Fatah Palembang who have the same problem, like what is in the phenomena is real. Thus, based on the explanation above, I am interested in carrying a research entitled a survey on difficulties faced by preservice teachers' in writing research proposal at English study program at UIN Raden Fatah Palembang.

1.2. Problem of the Study

Based on the background above, I formulated the problem of the study: What were the difficulties that faced by the preservice teachers' in writing research proposal at English study program at UIN Raden Fatah Palembang?

1.3. Objective of the Study

The objective in this study was to find out the factors affecting the preservice teachers' the most in writing research proposal at English study program at UIN Raden Fatah Palembang.

1.4. Significance of the Study

After conducted this research, I hope this study will be useful for people who feel difficult in developing their critical thinking in writing especially in writing research proposal. Because it provides some information for the student on how they organize the thesis and they know the problems faced by other students, this way they can improve their ability in writing thesis and it may guide them and the writer expects that the students will be able to obtain a lesson from this research so that the same problems can be avoided and resolved.

Afterward, I also hope that this study will give some information to the lecturers of the University in order to understand the problems faced by their students, so they can provide more meaningful feedback to their students and can maneuver students with better method and media for use in writing the thesis or to stimulate them to think critically about their research proposal first. Meanwhile, another goal of this study is to add references for the next other researchers having the same problem.