

CHAPTER I

INTRODUCTION

1.1. BACKGROUND

English has lots of functions, not only as an international language but also as one of the subjects that should be taught in every school. English is undoubtedly regarded as one of the most important subjects that students can acquire in school. There are numerous benefits to learning English for pre-service teachers, including the ability to communicate with the local population if they move to a different country or location. Crystal (2003) said that English is the medium for a great deal of knowledge of the world, especially in science and technology in fields like these. Education is the key reason why so many nations have made English as an official language in recent years or have adopted it as their major foreign language in schools. Patel and Jain (2008) mentioned that English plays an important place in terms of English as an international language, library importance, and national importance. To sum up, English is the medium through which most of the world's information is transmitted, especially in science and technology. Education is the primary reason that English has become an official language in so many countries.

Moreover, in Indonesia, English has been identified as the first foreign language and is officially taught to secondary school students. The tradition of teaching English in Indonesia can be traced back to the early 1900s when modern schooling was first introduced (Mistar, 2005). Lauder (2010) stated that

in the context of post-colonial education competency building, the use of English in Indonesia has grown and, more recently, it needs to support development, in particular its position in state education. Lengkanawati (2004) said that in almost all countries in the world, English as a foreign language has been taught. As compulsory subject from lower secondary to upper secondary schools in all schools. English is also offered as an elective subject, in some elementary schools. Sulistiyo (2015) stated that Indonesia, as a developing nation, has also adopted English at tertiary levels of education, in response to the rising need for English proficiency in this global period. All in all, English has been designated as the first international language in Indonesia and is officially taught to secondary school students. English teaching in Indonesia has a long history dating back to the early 1900s. In some elementary schools, English is also provided as an elective subject.

English is divided into several skills which are speaking, reading, listening, and writing. Sanjaya (2013) told that pre-service teachers should be taught four skills in learning the English language. Those are speaking, listening, reading, and writing. Baker (2011) mentioned that in English, there are four fundamental language abilities: listening, speaking, reading, and writing. These four skills are divided into two dimensions: receptive and productive skills; oracy and literacy. From four skills above, one of the difficult skills in English is writing. Summing up, speaking, reading, listening, and writing are the five skills of English. These four skills are classified into two categories: receptive and constructive skills, as well as oracy and literacy.

Writing becomes difficult because in writing there are a lot of aspects and elements that pre-service teachers need to pay attention for example contents, capitalization, vocabulary, spelling, and etc. Rass (2001) stated that, for native speakers and non-native speakers alike, writing is a difficult skill, since writers need to combine various issues such as content, organization, objective, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization. For non-native speakers, writing is particularly difficult because they are required to produce written products that show mastery in a new language in all of the above elements.

Klimova (2013) said that writing requires other qualities to be learned, such as metacognitive skills. Pre-service teachers need to set a target for their writing, carefully plan it, think about its layout and logical structure, and review it. They have to use thinking skills in the writing process; they have to evaluate their sources and then synthesize them into a compact piece of writing. Writing includes several elements that must be studied while the pre-service teachers are writing, for example, contents, wordiness, vocabularies, and grammatical structures. Writing mechanics are also included such as capitalization and punctuation (Hartfiel et al., 1985 cited in Cahyono 1997). In brief, pre-service teachers must learn how to incorporate different aspects and elements in their writing, such as material, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics like capitalization. Those reasons make writing become a difficult skill to learn.

Not only learn writing is hard, but also teach writing is difficult too. Teaching writing as a productive ability includes lecturers encouraging pre-service teachers to represent themselves in writing, and it takes other abilities such as the use of acceptable vocabulary, coherent sentences, and precise spelling. Ariyanti (2016) described that writing is one of the most important aspects of the acquisition of English. Teaching writing has its challenges, as there are some steps and requirements that lecturers should prepare to take in the classroom. Almubark (2016) said that teaching writing skills become one of the most challenging jobs for lecturers around the world, especially for English Second Language lecturers.

According to Apsari (2017), teaching pre-service teachers to write is a must. In their teaching, however, many lecturers neglected the opportunity to compose. This occurred because writing is the most difficult skill to be taught in the subject of English. And for several reasons, this has occurred. For instance, since lecturers did not have good writing teaching capacity, lecturers lacked creativity, pre-service teachers lacked motivation, and this situation involves several other aspects. In summary, teaching writing is difficult since there are certain steps and conditions that lecturers must plan for in the classroom.

One of the countries that faces the difficulty in teaching writing is Indonesia. Teaching writing presents its own set of difficulties, as there are a number of processes and standards that lecturers must be prepared to follow in the classroom. When lecturers have a large class, problems inevitably happen, and time is also a major challenge for lecturers in Indonesia. Hidayati (2018) in her study claimed that challenges faced by lecturers in Indonesia while teaching writing are complex. It relates not only to the factors of the pre-service teachers but also to external factors. Internally, the challenges relate to the native language, linguistic competence, and motivation. These problems have to do with the condition of the pre-service teachers. External challenges include teaching writing in a large class and the availability of aids and time.

The above-explained barriers faced by the lecturers in teaching writing have been confirmed by research from Ariyanti and Fitriana (2017) which concluded that the lecturers who taught writing confirmed the problems and argued that the allocated time and classroom conditions (such as low motivation for pre-service teachers to make compositions, poor basic knowledge of writing in terms of sentence structure and grammar, and low ability to develop ideas in essays) contributed to poor writing performance. Bilal et al. (2013) in their study found that teaching English writing skills involves developing the linguistic and communicative competence of the learner, which is a very challenging task.

Many factors hinder the process of teaching and learning these skills. Most pre-service teachers in public sector institutions do not perform well in writing in English and ultimately face average or poor academic performance. Nurita (2010) claimed that teaching narrative essay writing is difficult because of some social factors such as facilities, environment, culture in the classroom, and pre-service teachers' attitude. Furthermore, Ariyanti (2016) mentioned that in teaching writing, lecturers find a challenge in terms of

having a large class which brings them to the inefficiency of teaching and learning production.

To come to the point, it is difficult to teach English writing skills in Indonesia. There are many factors that impede the process of teaching and acquiring these skills. The majority of pre-service teachers in public sector institutions perform poorly in English writing, resulting in average or low academic results. Teaching writing in a wide class, as well as the availability of aids and time, are among the difficulties that lecturers face.

In teaching writing, the lecturer needs to deliver the materials well so that the pre-service teachers can understand the materials. Pre-service teachers, as we all know, are college students who are mentored or lectured into a teaching role for a specific class. Pre-service teachers begin as observers and progress to qualified professionals by the end of their pre-service teaching experience. According to Andani (2019) Pre-service teachers are often referred to as teacher candidates who applied their undergraduate teacher education. They are studying to become practicing teachers, but have yet to fulfill the conditions for full teacher certification. Based on the explanation above, it can be concluded that pre-service teachers are those who are enrolled in a teacher education program in order to obtain a teaching degree in public or private schools.

Furthermore, the researcher also interviewed an English lecturer who teaches essay writing to pre-service teachers at UIN Raden Fatah Palembang. The researcher has asked her some problems as an English lecturer, she is the only the one who teaches writing Essays to English pre-service teachers there, and the lecturer has found some difficulties with teaching essay writing. According to the results of the interview, the lecturer found it difficult both in internal and external issues. There are some theories related to problems in teaching writing from Ariyanti (2016), Alzubair (2016), Ariyanti and Fitriana (2017), and Bilal et al. (2013). Those are the guidance in conducting this study.

This research would be conducted in UIN Raden Fatah Palembang. It is located in Jl. Prof. K. H. Zainal Abidin Fikri Palembang, South Sumatera, Indonesia.

Some problems faced by lecturer in teaching essay writing here were the issues that concern the researcher. Therefore, the researcher is going to conduct a study entitled “An Analysis of Lecturer’s Problems in Teaching Essay Writing to The Pre-Service Teachers of UIN Raden Fatah Palembang”.

1.2. PROBLEMS OF THE STUDY

Research questions of this research are :

1. What were the problems faced by lecturer in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang?
2. How did the lecturer cope with the problems?

1.3. OBJECTIVES OF THIS STUDY

The objectives of this study are :

1. To find out lecturer’s problems in teaching essay writing to the pre-service teachers of UIN Raden Fatah Palembang.
2. To know how the lecturer solve the problems.

1.4. SIGNIFICANCES OF THIS STUDY

This study dealt with the problems of lecturer in teaching writing essays to the pre-service teachers. The researcher hoped that the results of this study would bring some practical and theoretical benefits. For other teachers or lecturers, the results of this study could be used as a guidance or as a consideration to help them solve and manage problems while they were dealing with these issues in teaching essay writing.

For the next researcher, this study could be used as one of the resources to help them adding more information related to these issues, problems in teaching essay writing to pre-service teachers, where there were very few sources of this subject. The researcher hoped that this study would provide them with an overview of their research on the problems of teachers in teaching essay writing to pre-service teachers. Since this issue was an interesting subject where the subject was related to the problems faced by English lecturers in Indonesia while they were teaching essay writing, the researcher herself hoped that this study would be useful for the researcher in the future.

This study might provide some information on future research related to this topic. Besides, this study was expected to bring some values to the researcher and provide an understanding of the problems that lecturer faced when teaching essay writing to pre-service teachers.