

CHAPTER I

INTRODUCTION

A. Background of The Study

Mastering an international language is something that needs to be developed at this time. With the appointment of Indonesia as a member of the AEC (ASEAN Economic Community), it fits for the nation's generation to be more advanced in terms of science and technology supported by good and correct mastery of the language of instruction. English is an important international language that can connect people in various aspects, including aspects of education. This has been shown by government regulations which make English a compulsory subject for students to study from elementary school to high school level. Even at the higher education level, all study programs must provide English courses for 1 or 2 semesters although the disciplines taken are not related to English. It shows how important mastering a foreign language, especially English. English is as an introduction to success in one's academic field to support career in the future Abdullah (2009).

Communication can be realized if someone masters the four language skills: listening, speaking, reading, and writing. This also applies to the process of learning English which is called listening and reading as receptive skills while writing and speaking are productive skills. People often say that only by mastering speaking, that person can be said to be proficient in language. This is not entirely true. Writing is also important to master. For example, when we open the Internet and want to respond to an e-mail, of course we need to be able to read carefully and write with the correct language structure so that we can give an appropriate answer.

In addition, there are three language elements that play an important role in supporting the four skills, namely pronunciation, vocabulary, and grammar. To achieve optimal English language skills, professional language instructors are needed to produce quality students. In addition,

mastery of the material and practice must be given in a balanced portion. However, to realize the ideal language class is not easy. To have a sufficient mastery of the material, a language teacher should know the level of mastery of each student's language. If all conditions are generalized, it will be difficult to achieve the expected learning objectives. Because basically every student has different characteristics including learning techniques and the portion of absorption subject matter such as the concept of multiple intelligence (Stanford, 2003).

In the process of learning English, a student certainly has experienced an obstacle in learning. These obstacles can lead to less than the maximum student learning outcomes. This can happen to anyone, including students who take English and non-English study programs. Al-Khairiy (2013) states that the difficulty faced by many English learners as a foreign language is a lack of understanding of English pronunciation which is expressed at normal speed through listening material. Regarding reading skills, Batalla (2019) argues that the problem faced for understanding reading texts is the lack of knowledge about reading material and ignorance of how to connect ideas between sentences with one another. Writing skills are difficult because these activities require complex and systematic thought processes, however, they need to be mastered by English learners. According to Al-Khairiy (2013), in communication writing skills are also important to master. The benefits will be felt when the written language is published and read by many people. Therefore, the quality of writing must always be improved. For speaking skills, Toba, Noor & Sanu (2019) in their research found that the difficulties students often faced when speaking English is in the lack of English vocabulary.

From the problems faced, of course, it encourages a teacher or language instructor to pay more attention to the condition of their students, followed by readiness in implementing learning. Without proper preparation, learning activities will not run effectively. These preparations can be seen from the Learning Implementation Plan,

materials, media, and assessment. By understanding the problems faced by students, an educator can self-reflect to find out how effectively the learning process is implemented in class and to improve student quality.

Problems in learning English are not only found at the elementary, secondary and senior education levels, but will continue up to the tertiary level. Several studies have proven this for each English language skill (Kharma, 2010; Megawati & Mandarani, 2016; Lituanas et al 2005, Hasan, 2016). This also applies to students who are not from the English department. Each student certainly has an interest in a different field of science. So not all who like English, choose English majors. This cannot be separated from the problems that will arise when the learning process taken place. To fulfill their obligations as students at a university, they are required to take English courses and even have to pass the TOEFL test with a fairly high score. For students who do not have a strong background in language knowledge acquired from elementary to high school, they will feel very burdened by this issue. So that as English learners who do not deepen knowledge in their field (ESP learners) have the potential to produce various responses in the learning process (Yastibas, 2015)

Based on the concepts presented in the introduction, it can be concluded that there are many difficulties faced by students when learning English, especially as a foreign language because the language is used in certain conditions not in daily activities. Therefore, in this article the researcher is interested in digging deeper into the obstacles experienced by students in the four language skills especially writing from non-English majors at the tertiary level. It is deemed necessary to do this as information material which can later be used to improve the concept of effective English learning for students who are not majoring in English at the tertiary stage.

B. Problem Statement

1. How is the process of teaching writing English in tertiary level at Universitas Muhammadiyah Surakarta?
2. What problems are faced by students in the process of teaching writing skill in Universitas Muhammadiyah Surakarta?
3. What solutions are used by students in the process of teaching writing skill in Universitas Muhammadiyah Surakarta?

C. Objectives of The Study

1. Describing the process of teaching writing in tertiary level at Universitas Muhammadiyah Surakarta
2. Classifying the problems faced by students in the process of teaching writing skill in Universitas Muhammadiyah Surakarta
3. Describing solutions used by the students in the process of teaching writing English in Universitas Muhammadiyah Surakarta

D. Limitation of The Study

1. This research only does on writing, not all aspects such as speaking, reading and listening skills, so it is necessary to do research on other English learning to make it more perfect.
2. The data is only taken from 5 departments, maybe it can be further developed by taking other data.
3. Only 6 students were interviewed so that further research may be developed.

E. BENEFITS OF THE STUDY

Research on the problems of international class students in writing descriptive texts in English has not been widely carried out. So that the problem of the weak mastery and acquisition of writing skills in English is still ongoing. This causes the competitiveness of college graduates to be low, especially if they have to face the world of work or seek scholarships abroad. It is hoped that the results of this research can improve the skills of international class students to write in English. so

that the acquisition of writing skills in English can be mastered by learners in Indonesia.

There are eight main research themes which are summarized into 17 strategic issues of the university as the elaboration of the UMS research vision and mission. This research is based on one of 8 existing themes related to education and learning quality. This research is also related to the university's strategic issues relating to the problems of national productivity and competitiveness, as well as the decline in the quality and quality of education. Low competitiveness and decreased quality of graduates from tertiary institutions to compete on an international level due to problems in mastering English. Therefore, research on the problems of international class students in writing using English is important. Writing skills in English correctly are very important as a strategic solution to improve the quality of university graduates to play a role and compete at the international level.