

CHAPTER 1

INTRODUCTION

A. Background of The Study

In recent years, there have been many papers describing writing is one way of expressing thoughts and feelings.¹ Therefore, the ability to write is needed by all individuals to be able to communicate other than by speaking. Either writing or speaking is a way to communicate with other individuals. If communicating orally using the rules of unwritten rules is different from communicating using writing, there are several conditions for writing to be used as a medium for communication, including that it must be clear, systematic, and structured. Therefore, the ability to write needs to be learned by all individuals so that they understand how to communicate through writing. Learning to write can be done anywhere, but writing is an activity that is more synonymous with school activities because there are indeed four competencies commonly learned in school such as reading, listening, speaking, and writing.²

¹ Ni P M Sugiastuti and A A G Agung, "Pengaruh Penggunaan Diary Book Terhadap Motivasi Belajar Siswa Kelas X Smk Restumuning Peraan", *Universitas Pendidikan Ganesha*, Vol .6, No. 1 (Januari,2015), 3.

² Budi Febriyanto, "Make a Match Dalam Pembelajaran Writing Di Kelas V Sekolah Dasar," *Jurnal Cakrawala Pendas*, Vol. 1, No. 2 (Juli, 2015), 3.

The ability to write is not only needed to communicate such as when we communicate³ using letters, E-mail, or even chat in social media which usually uses the first language as a tool to communicate, but it is also important to master the ability to write in English as an international language which will open up many opportunities for information disclosure in this digital era. Today mastering foreign languages including English means that information disclosure is getting wider and this will affect the rapid exchange of information between the international community. English language skills have been learned since elementary school in multilingual countries such as Indonesia. However, it turns out that there are several obstacles in learning to write English, this obstacle comes from the capacity of Indonesian people who have to quickly adapt to mastering two or more languages to communicate. Mother tongue or regional language is commonly used to communicate in the community. Indonesian is used as an official language and some Indonesians also learn English as a foreign language. This is what raises the obstacles for the Indonesian population to learn English, including in writing English.

The population of Indonesia has a variety of languages. The regional language became the first language for children, so a unifying language

³ Tubagus Zam Zam Al Arif, "The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students", *Metathesis: Journal of English Language, Literature, and Teaching* Vol. 3, No. 2 (October, 2019), 230.

called Indonesian was needed and this became the official language of this country. English is the only international foreign language that must be studied in schools, starting from the elementary-high school level.⁴ A student not only learns the vernacular, Indonesian but also English. There are many obstacles for students in learning English, speaking because students are not confident in speaking English, listening because students lack vocabulary and lack concentration in listening, reading because the way to read Indonesian and English is different, it takes learning phonetics and phone while writing because the writing is bad, illegible, the placement of punctuation marks is wrong, and there are learning disorders.

A study conducted by Iman Nizami, Dilip R. Patel, and Peter J. Chung. Irvine (2019). Entitled “*Disorder of Written Expression and Dysgraphia: Definition, Diagnosis, and Management*” reveals that Regarding the mechanism of dysgraphia. Dysgraphia is ill-understood and frequently goes untreated. It frequently co-occurs with other psychiatric and learning issues. Dysgraphia and other particular learning impairments are typically diagnosed and treated in the context of the educational system.⁵ Sebuah studi oleh Roza Muchtar, Agustina (2022) the titled “*Learning Writing Disorders in Children With Dysgraphia (Case Study in Class III Elementary School)*” reveals that

⁴ Gali Alrajafi, “The Use of English in Indonesia: Status and Influence”, *Sigeh Elt : Journal of Literature and Linguistics* Vol. 1, No. 1 (March, 2021), 3.

⁵ Peter J. Chung, Dilip R. Patel, and Iman Nizami, “Disorder of Written Expression and Dysgraphia: Definition, Diagnosis, and Management”, *Translational Pediatrics* Vol. 9, No. 3 (Mei, 2020): 51.

The results of the study show that learning disorders writing (dysgraphia) that Aini experienced among them, the spacing between letters was not consistent, lots of streaks in writing and inconsistent font sizes occurs unfinished, does not follow the proper and proportional flow of lines while writing⁶. A study conducted by Rehab Ali Al Awad (2020) the titled “*Dyslexia and Dysgraphia as Second–Language Learning Disabilities*” learning disorders such as dyslexia and dysgraphia are a problem in lifelong neurology. There is no cure for learning disabilities. Framework research hypothesizes the important role of teachers of dyslexic students. Early discovery of dyslexia or dysgraphia can help design specific teaching and learning techniques according to the needs of students.⁷

Although there has been a lot of research on dysgraphia about the causes, diagnosis, analysis. Therefore, there is a gap in not all formal schools observe students with learning difficulties such as dysgraphia, thus providing handling and teaching strategies for classroom learning. The Researcher finds a unique challenge for students where these children cannot write down their thoughts or put them into written form because they cannot organize or make words and coordinate their fine motor (hand) movements properly, this can happen in SMPN 1 Bojong. Writing challenges are sometimes

⁶ Roza Muchtar and Agustina Agustina, “Gangguan Belajar Menulis Pada Anak Disgrafia”, *Logat: Jurnal Bahasa Indonesia dan Pembelajaran*, Vol. 9, No. 1 (Maret, 2022), 5.

⁷ Rehab Ali and Al Awad, “Dyslexia and Dysgraphia as Second - Language Learning Disabilities, 24.

misinterpreted as ignorance by parents. As a result, the affected child finds learning frustrating. He was eager to put the ideas and information he had learned into writing. He just ran into a bottleneck, that's all. When learning the teacher realizes that the student has learning difficulties. Similar to dyslexia, dysgraphia is caused by neurological problems, namely disorders in the left forebrain area associated with reading and writing. Children have difficulty mastering the physical movements needed to write letters and numbers and instinctively coordinating their memories. Physical barriers, such as holding a pencil tightly, poor handwriting, uneven writing technique, not following lines properly, lots of punctuation errors, or not even using punctuation or spaces, all contribute to this difficulty in writing. So teachers need teaching techniques to write English to children with dysgraphia to help reduce these barriers.⁸

SMPN 1 Bojong is a school where there are children with learning difficulties, both dysgraphia, and dyslexia. When learning dysgraphia students are difficult to focus on learning English, and cannot copy the writing on the blackboard correctly, many letters are upside down or even left behind, and large and lowercase letters are mixed up, So teachers make efforts to be able to help students to be able to read and write. The teaching

⁸ Jati Rinarki Atmaja, *Pendidikan Dan Bimbingan Anak Berkebutuhan Khusus* (Bandung: Remaja Rosdakarya, 2018), 271.

strategy in writing English for dysgraphia children is carried out by teachers in schools, so there is a significant increase in students.

The study will concentrate on English writing instruction for children with dysgraphia, as the study's title suggests. Junior high schools will be the setting for the research. Because they have discovered that kids with learning difficulties can write, researchers employ this kind of content. There is a variety of writing aids that can help dysgraphia children write in English more easily. This makes the researcher feel interested in conducting research entitled **"AN ANALYSIS OF ENGLISH WRITING LEARNING OF DYSGRAPHIA STUDENTS AT SMPN 1 BOJONG"** This study is intriguing and might be very useful for dysgraphia students. because it can help children with dysgraphia in learning to write in English, boost their enthusiasm to do so, and help adults understand how to behave and treat children's dysgraphia.

B. Identification of the problem

From the research background above, the identification of the problem of the research is:

1. Dysgraphia students find it difficult to focus on learning English.

Such as students have not been able to copy English writing on the blackboard with the correct writing or punctuation, when they write they mixed of uppercase and lowercase letters, the students are too

difficult or slow to write English, and they not following the proper lines or inconsistent

2. Lack of teacher strategies when they teach dysgraphia, especially in writing courses.

C. Scope and Limitation of the Research

The scope of this research is to investigate factors and obstacles experienced by students with dysgraphia while writing English and to obtain information about learning to write English in children with dysgraphia and the focus of observation on students in grades VII and VIII at SMPN 1 Bojong.

D. Statement of the problem

The researcher formulates the problems in this research based on the problems in the background:

1. What are the factors that cause dysgraphia students' difficulties in writing English in grades 7 & 8 of SMPN 1 Bojong?
2. What are the strategies used by the teacher in teaching writing in English
to dysgraphia students in grades 7 & 8 of SMPN 1 Bojong?

E. Objective of the study

The objective of this study is to know :

1. To describe what are the factors that cause dysgraphia students' difficulties writing English in grades 7 & 8 of SMPN 1 Bojong.
2. To analyze the strategies used by the teacher in teaching writing in English to dysgraphia students in grades 7 & 8 of SMPN 1 Bojong.

F. Significance of study

The findings of this study aim to be useful theoretically and practically, as follows:

1. Theoretical benefits

This research is expected to provide additional scientific knowledge, especially about dysgraphia students in learning to write English. As well as providing benefits for the development of scientific papers in the field of basic and secondary English education related to learning English to improve writing skills in students with dysgraphia.

2. Practical benefits

- a. For schools

Useful in providing ideas about the handling of dysgraphia students in English lessons, especially in writing skills. Provide input for inclusive schools regarding learning to write English as material for consideration in implementing the teaching and learning process or to make it easier to get the expected increase in the English writing ability of students with dysgraphia.

b. For teachers

It can be used as material for correction and evaluation of understanding in English teaching and learning activities for dysgraphia students to improve writing skills. Helping dysgraphia students to achieve their duties and responsibilities in the implementation of learning English.

c. For researchers.

Provide additional scientific knowledge and new ideas related to improving students' learning dysgraphia in writing English as a foreign language.

G. The Previous studies

So far, the researcher finds out what is related to this research and takes some of them as a reference. Can be explained as follows:

The first previous study is *Disorder of Written Expression and Dysgraphia: Definition, Diagnosis, and Management*. These writers are Iman Nizami, Dilip R. Patel, and Peter J. Chung. Irvine in 2019, California-based University of California Writing is a difficult skill that is crucial to learn and is typically picked up in the first few years of life. The phrases "dysgraphia" and "specific learning disability in the written expression" are used to characterize people who, despite receiving an adequate education, exhibit writing skills that are too advanced for their age and cognitive level. Different signs of dysgraphia might appear at different ages. Regarding the

mechanism of dysgraphia, numerous theories have been put up. Dysgraphia is ill-understood and frequently goes untreated. It frequently co-occurs with other psychiatric and learning issues. Dysgraphia and other particular learning impairments are typically diagnosed and treated in the context of the educational system.⁹

The second previous study is *Learning Writing Disorders in Children With Dysgraphia (Case Study in Class III Elementary School)*, the writer is Roza Muchtar, Agustina, and the respondent is Nur Aini Deswita in class III school children basic, the purpose of this study is to 1) describe learning disorder (writing) experienced by Aini, 2) describe types of learning disorders (writing) experienced, and 3) describe a way to overcome Aini's writing disorder. The type of research used is qualitative research with descriptive methods and a case study approach. The results of the study show that learning disorders writing (dysgraphia) that Aini experienced among them, the spacing between letters was not consistent, lots of streaks in writing and inconsistent font sizes occurs unfinished, does not follow the proper and proportional flow of lines while writing. The type of writing disorder (dysgraphia) experienced by Aini s: dysgraphia and spatial dysgraphia. Efforts can be used to be overused Aini's writing learning

⁹ Peter J. Chung, Dilip R. Patel, and Iman Nizami, "Disorder of Written Expression and Dysgraphia: Definition, Diagnosis, and Management", *Translational Pediatrics* Vol. 9, No. 3 (February, 2020), 51.

disorder (dysgraphia). with several writing learning strategies, strategy pre-writing activities, tracing letters, writing block letters, and writing continued.¹⁰

The third previous study is *Dyslexia and Dysgraphia as Second–Language Learning Disabilities*. The writer is Rehab Ali Al Awad in 2020. The research site of Saudi Arabian girls' elementary schools, from grades 4 to 6, in Qatif in the Eastern Province. The purpose of this study was to determine whether dyslexia deficiency can affect English mastery second language, the relationship between dyslexia and dysgraphia, and what methodology techniques which can help learners with dyslexia to acquire foreign language reading and writing skills. Using a qualitative method of the case study approach. The results of this study provide some technical and methodological suggestions that can help dyslexic elementary school students to acquire skills to read and write English as a second language. Dyslexia is categorized into three subtypes according to its phonological weakness. Deep, surface, and phonological dyslexia. Dyslexia and partial dysgraphia are largely due to different genetic overlaps. Individuals with learning disabilities mostly have dyslexia and dysgraphia deficits. Finally, learning disorders such as dyslexia and dysgraphia are a problem in lifelong

¹⁰ Roza Muchtar and Agustina Agustina, "Gangguan Belajar Menulis Pada Anak Disgrafia", *Logat: Jurnal Bahasa Indonesia dan Pembelajaran* Vol. 9, No. 1 (May, 2022), 5.

neurology. There is no cure for learning disabilities. Framework research hypothesizes the important role of teachers of dyslexic students. Early discovery of dyslexia or dysgraphia can help design specific teaching and learning techniques according to the needs of students. However, teachers need to know more than that varying their techniques, they need to reflect on language learning anxiety secondly to motivate their dyslexic students.¹¹

In the previous study, the researcher discussed the process of EFL learners' learning about English writing, the diagnosis of dysgraphia, and the difficulty factor for learning disability, which is different from this research where the researcher will discuss his research on dysgraphia students learning to write English. In addition, researchers want to explore how the process of learning to write English in inclusive schools, difficulties, and treatment for children with dysgraphia. While the similarity of this research is the same as the third previous study, namely using a qualitative method is the most suitable type to conduct this research.

H. Organization of Writing

This study uses a writing technique based on a scientific paper writing guidebook (FTK UIN SMH Banten). Systematically, it will illuminate five

¹¹ Rehab Ali and Al Awad, "Dyslexia and Dysgraphia as Second - Language Learning Disabilities," *Electronic Interdisciplinary Miscellaneous Journal (EIMJ)*, No. 23 (May,2020), 24.

chapters of this paper and each chapter has several points to explain each chapter. The systematic discussion is as follows:

Chapter I Introduction which consists of the background of the study, identification of the problem, scope and limitation of the research, statement of the problem, objective of the study, significances of the study, the previous study, and organization of writing

Chapter II Theoretical Foundation. This chapter discusses the theoretical framework of reference theory as a basis for thinking and research.

Chapter III Method of the Research. This chapter discusses how to conduct research which includes: the place and time of research, research methodology, data collection, and data analysis technique.

Chapter IV Research findings and discussion.

Chapter V Closing. This chapter discusses the conclusion and suggest