

CHAPTER I

INTRODUCTION

This chapter discuss about the background of the problem, the identification of the problem, the limitation the problem, the research problem, the objective problem, and the significance of the study.

A. The Background of the Problem

Scientific writing is an important skill for language production. Writing is often considered a challenging task in language learning. When someone started to write, the writer must plan what they will write, and their idea must be developed before they write. Students' must have a good understanding and adequate knowledge with a large number of scientific publications such as books, research articles, and academic journals.

The objective of learning scientific writing for the students' of English Education Department at the seventh semester is that they are expected to able to write academic course works. In order to achieve this, the student's should be able to learn scientific writing effectively.

In learning scientific writing, becomes big obstacles after COVID-19 pandemy beginning to spread the world of education. To prevent the spread of this virus, almost all educational institutions around the world, including Indonesia, decided to carry out learning activities entirely online. In responding to this global situation, the Indonesian government through the Indonesian Minister of Education and Culture form letter No. 4 of 2020 concerning the implementation of education policy in the emergency period of the spread of COVID-19¹ and Directorate General of Islamic Education Indonesian Ministry of Religious Affairs has instructed educational institutions in the country to replace face-to-face lectures with distance learning since March 16, 2020.²

¹ Pusat Pendidikan dan Pelatihan Pegawai Kemendikbudristek RI, (2020), *Surat Edaran No. 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19)* Accessed on May 24th 2021 at 01.55 PM from <https://pusdiklat.kemdikbud.go.id/surat-edaran-mendikbud-no-4-tahun-2020-tentang-pelaksanaan-kebijakan-pendidikan-dalam-masa-darurat-penyebaran-corona-virus-disease-covid-1-9/>

² Direktur Jenderal Pendidikan Islam Kementerian Agama RI, (2020) , *Surat Edaran No. 657/ 03/ 2020 tentang Upaya Pencegahan Penyebaran COVID-19 (CORONA) di Lingkungan Perguruan Tinggi Keagamaan Islam.* Accessed on May 24th at 02.00 PM from

Through, distance learning, learning scientific writing by the students' have some challenges. Therefore, they should know and realize the challenges that they are facing during online learning especially in the pandemic of COVID-19.

However, in reality the students' do not realize the challenges yet. This causes the students' are not able to write scientifically and they cannot identify the challenges in learning. This can be proven by the fact that they are still difficult to organize the ideas scientifically in the written form. They also difficult to develop paragraphs such as introductory paragraph, supporting paragraph and concluding paragraph. Beside that, the students often make mistake in vocabulary and grammar.

Another difficulty that the students' face is that they have big learning challenges because of their difficulties in acquiring writing skills and some limitation in doing online learning.

Therefore, the researcher had intention to gain deeper research about challenges that occurred in online learning of scientific writing subject, namely "The Students' Challenges of Scientific Writing in Online Learning During COVID-19 Pandemy".

B. The Identification of the Problem

Based on the background the problem above, there are some problems that can be identified related to online learning of scientific writing for English Education Department students: (1) The students' interest in online learning of scientific writing is still low, (2) The students' motivation in online learning of scientific writing is not high, (3) The students' challenges in online learning of scientific writing are still big and (4) etc. Because there are many problems that can be identified, the researcher would like to limit them.

C. The Limitation of the Problem

Based on the identification of the problem above, in learning scientific writing, there are many factors that can be researched the students' scientific writing in online learning. The challenges of English academic writing were investigated from written, developing, using grammar, and choosing vocabulary. Therefore, the researcher would

like to focus only on investigating the students' challenges in online learning of scientific writing.

D. The Research Question

Based on the limitation of the problem above, the researcher formulates some question as follows: (1) What challenges are faced by the students' in scientific writing online learning during COVID-19 Pandemy? (2) How are the challenges faced by the students' occur in scientific writing online learning during COVID-19 Pandemy? (3) Why are the challenges faced by the students' occur in scientific writing online learning during COVID-19 pandemy in the way they do?

E. The Objective of the Study

Based on the research question above, the objectives of this research are follows: (1) To find out the challenges are faced by the students' of scientific writing in online learning during COVID-19 Pandemy (2) To describe the process challenges by the students' occur of scientific writing in online learning during COVID-19 Pandemy (3) To know why the challenges faced by the students' occur of scientific writing in online learning in the way they do.

F. The Significance of the Study

The result of this research is expected to be useful theoretically and practically, Theoretically is useful to enrich the theory of learning in scientific writing. Practically, it is useful for: (1) For the university student's the results of this study is useful for the students to know and realize the challenges in online learning of scientific writing. (2) For English lecturer, the results of this study are expected to be useful as the information to improve their quality in teaching scientific writing to there are students'. (3) for head of English education department, the results can be used to produce policy in scientific writing teaching and learning processes. (4) For further researchers, the results of this study can be used as references for the next researcher who are interested in conducting similar studies.