

Chapter 1. Introduction

This chapter describes the reasons for conducting the research and it deals with introduction that concerns with basic consideration of the problems, research question, objective of research, delimitation of research, and the significances of research.

Basic Consideration

When students graduated from Senior High School, handwriting becomes something that is not focused to learn anymore. Correspondingly, in university, the students only focus on how to write legible on keyboard, not with pencil or pen. As a matter of fact, in writing skill, handwriting is the first thing that people struggles for. Generally, handwriting is one of writing skill, needs to be clear and good. Whereas, in Language and Literature Department, the students learn about verbal language that consists of phoneme (spoken) and grapheme (written). The students deliver meaning through speaking as an output of phoneme, vice versa the writing as a grapheme. However, many students are careless in written work especially handwriting form.

As the element of writing system, commonly people are unaware of the function of handwriting. Even nowadays, people are unaware about the handwriting itself since technology comes to human life. However, in Elementary School nor Junior High School, people have been learned how the better handwriting do. Teachers always asked the students to do the handwriting which clear to be read. However, in process of time, students ignore all of the handwriting rules. Consequently, the

quality of students' handwriting is decrease. Furthermore, people still do not know about the function of handwriting, such as increase the learning capability.

Handwriting is not an isolated activity, neither it can be seen solely as a motor activity (Oche, 2014). It is a part of human language activity which is able to assess students' capability in writing. In other word, every human has their own characteristic in handwriting. Some people have neat and legible handwriting, as the result, it will be easy to understand. In contrast, there are some people have terrible handwritings. Consequently, the intended meaning of the writer is being clumsy and ambiguous. Poor quality of handwriting commonly includes sentences that are poorly punctuated, misuse of upper and lower-case letters, words with incorrect spacing, and sentences that do not make sense (Oche, 2014).

Handwriting has been shown directly to affect the development of written language skill (Scanlon-Dise, 2008). In handwriting, people will learn about the relation between hand and brain in regard to produce the written language. In the fact, most people are inconsiderate how hand and brain as a tool to recall the letters and word become a sentence. Nowadays in education, it is hard to find the students who write something by the handwriting, since technology can write better than handwriting. Nevertheless, in examination, handwriting is still applied in order to answer the question. The teachers evaluate the students' score by the test, so that the handwriting still has the significant connection in the world of education.

Education is expected to train the mind of its recipient for effective performance. Adequate and proper acquisition of relevant knowledge and skills in learning process are invariably functions of the education's quality. Regarded as educated person as individual needs to know how to read coherently and write legibly. Unfortunately, writing skill is disregarded by many students in the education system because of their poor handwriting which has to do with the problem of expressing thought in written form (Graham, Harris & Fink, 2000 as cited in Scanlon-Dise, 2008).

In Universitas Negeri Gorontalo particularly in English Department, the students learn about Linguistic and psychology, that is Psycholinguistics. It discusses about the relation between language and psychological of human. It is regrettable if the students of English Department are unconcern with the handwriting, because some experts say that handwriting is a brainwriting. In addition, there are writing I, writing II, writing, III, writing IV courses that can help those students in learning to write. However, there are benefits of psychological aspects of the actual act of handwriting. Deardorff (2011) writes an article that outlined the benefits of gripping and moving a pen or pencil that reach beyond communication. She states that emerging research shows that handwriting increases brain activity, hones fine motor skills and can predict a students' academic success in ways that keyboarding cannot. Deardoff (2011) adds that "not only does it help the brain develop, it can also improve grades and confidence". Thus, one of the advantages of handwriting is can help the students to get better achievement in education.

Have the students thought that the handwriting has connection or even correlation to the achievement? “Because handwriting is a basic tool used in subjects. Taking notes, taking tests, and doing classroom work and homework for almost every content area as well as language arts classes. Poor handwriting can have a pervasive effect on school performance.” (Spear-Swerling, 2006 as cited in Scanlon-Dise, 2008). Many studies have shown that students with better handwriting received better grades, when the teacher was given papers to evaluate, varying only in their degree of legibility (Briggs, 1980; Sloan & McGinnis, 1982 as cited in Kukuk, 2013). On another prior study, it had elaborated that there was connection between handwriting and achievement based on Oche (2014) about the poor handwriting affects the academic achievement. Yet, the prior study from Oche (2014) was only elaborated in mathematics achievement. Hence, depart from the basic proficiency of researcher, this analysis will focus on how the handwriting has a correlation in writing courses achievement, because Scanlon-Dise (2008) identifies “Handwriting is a vital tool in the writing process. As such, it is an important part of the acquisition of literacy”.

On English Department, especially in Class of 2011, the researcher found the similar problem from several students of class A. In learning process, the students are not doing well with the handwriting in writing III course. Some students wrote an essay with poor handwriting and the other has the opposite. One of the student who has a poor handwriting also obtains poor achievement in writing III course.

However actually the case is writing skills not only consists of letter, vocabulary, grammar, tenses but also handwriting itself.

As the students of English Department, learn to write with appropriate vocabulary and appropriate grammar are something that have to be mastered as well.

However, in writing III course the students learn about how to write in every kind of essays. From the first meeting until the last meeting the students write the essays with their own hand (handwriting). The assignment, mid-term and final exam are written by the students' handwriting. Almost all about handwriting are used in the writing III course. If students cannot write as well and legibly, the teacher cannot assess the students' capability in writing, even those students have written the essays with appropriate vocabulary and appropriate grammar. Here is why the researcher got the idea to examine it. To prove is there a correlation between students who write with poor quality of handwriting and students who write with legible handwriting can affect the writing III course achievement.

Thus, the present study is going to find out the active participants in learning and teaching process on English Department especially in students of 2013 academic year, since the students of 2013 academic year have passed the writing III course. Therefore, based on the basic assumption, this study is important to analyze the correlation between students' writing course achievement based on the handwriting.

Research Question

Is there any correlation between students' handwriting and students' writing course achievement?

Research Objective

This research is required to be analyzed in order to prove the correlation between students' handwriting and students' writing course achievement. This aims to discover whether or not the student who write with poor handwriting will get low achievement than student who has neat or legible handwriting.

Delimitation of Research

This research only focuses on proving the correlation of students' handwriting and writing III course achievement on English Department students especially in 2013 academic year students. Since the students of 2013 academic year already totally passed the writing III course.

The Significances of Research

This study is expected to educate the readers regarding correlation between students' writing course achievement based on the handwriting and also to enrich the knowledge of writing skill. For teacher and lecturer, the present research will contribute as a reference to recognize students' handwriting to assess them, also to know what the importance of teaching handwriting in increasing students' academic achievement. For further researcher, it is hoped that the present study will be referenced for the next researcher who will conduct the similar research with a different object.