

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is the activity of transferring knowledge to the students, and learning is the activity which is done by the students based on the teacher's instruction. Teaching English includes four skills; listening, reading, speaking, and writing.

Listening skill is very important in learning English. Everyone who wants to learn English well should be able to master listening as one of the English skills. By studying listening skill, people can improve their English better than before. Listening has also a role in speaking, because people will be able to give response after they listen to speaker.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others.

Reading is one of the language skills which need to teach in the language classroom. Students need to be able to read texts in English either for their careers, for study, or simply for pleasure (Fauziati, 2010: 32).

Writing is one of the important skills in teaching English, because it is one of the capabilities in teaching English. Writing also is the most difficult skill to develop by some students. It is likely the most difficult activities done by some students. It needs basic knowledge which makes students fill all

necessary things to comprehend writing such as grammar, vocabulary coherence, cohesion, expression, etc.

Writing is a method of representing language in visual or tactile form. It is generally agreed that writing is the most difficult skill for foreign language learners (Fauziati, 2010:45). According to Ghaith in <http://www.nadasisland.com/ghaith-writing.html#activities>

writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

In writing skill, there are many genre or text types given to the students, namely descriptive or description, report, recount, procedure, narrative, anecdote, etc. The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process. McCrimmon (1984:10-11) explains that writing process is divided into three stages. They are planning, drafting, and revising.

According to Seocetek in <http://smp3lembang.blogspot.com/2011/03/how-to-teach-writing-skill-in-junior.html>

“planning is the stages of how students are trying to determine how to convey ideas. In this stage, students will be raised the issue, purpose, reader, text structure and tone of the text to be written. Drafting is the stage that students tried to form a material or materials into text. Revising is stage to revise including adding a new idea, another idea of eliminating some of the words or ideas that do not need or reconstruct what has been written in the draft.”

MTS Salafiyah is an Islamic Junior High School located in *Kajen Margoyoso Pati*. In *MTS Salafiyah*, English subject is the material that should be taken by all students. The writer's reason in taking *MTS Salafiyah* as the source of data is because the students have some problems in writing skill especially in writing paragraph. Further, the students do not know how to make a good sentence in paragraph, especially in using of punctuation, diction, etc.

Based on the previous, the writer is interested in conducting a research concerning on teaching writing to the first year students of *MTS Salafiyah*. The research is entitled *A Descriptive Study on Teaching Writing to the First Year Students of MTS Salafiyah Kajen Margoyoso Pati*.

B. Problem Statement

Based on the statement above, the writer formulates the research problems as the following.

1. What are the techniques implemented in teaching writing to the first year students of *MTS Salafiyah Kajen Margoyoso Pati*?
2. What kinds of difficulties faced in learning writing by the first year students of *MTS Salafiyah Kajen Margoyoso Pati*?
3. What kinds of strategies used by the teacher to solve difficulties faced in learning writing?

C. Objective of the Study

Based on the research problems, the researcher has the following objectives.

1. to describe the techniques implemented in teaching writing to the first year students' of *MTS Salafiyah Kajen Margoyoso Pati*.
2. to describe the kinds of difficulties faced in learning writing by the first year students of *MTS Salafiyah Kajen Margoyoso Pati*.
3. to describe the kinds of strategies used by the teacher to solve students' difficulties in writing learning.

D. Benefit of the Study

The researcher hopes this research will be beneficial both theoretically and practically:

1. Theoretical Benefit

This research will be helpful to understand about writing.

2. Practical Benefit

a. The Students

This research can be used as an additional reference, so that the students more comprehend about learning of writing.

b. The English Teacher

This research can be used as an additional reference for the teacher to explain about teaching-learning process of writing, so that the teacher will be easier to explain his/her material about teaching learning process of writing.

c. The Lecturer

This research can be used as an additional reference for the lecturer to explain about the teaching-learning process of writing to the students.

E. Research Paper Organization

The research paper are consists of five chapters. Chapter I is Introduction. It deals with background of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. This presents previous study, notion of writing, type of writing, teaching writing, process of writing, roles of teacher in teaching writing, and techniques of teaching writing.

Chapter III is research method. This covers setting of the research, type of the research, object of the research, subject of the research, data and data source, technique of collecting data, technique for analyzing data.

Chapter IV is research finding and discussion. The research finding is elaborated into the technique implemented in teaching writing to the first year students' of *MTs Salafiyah Kajen Margoyoso Pati*, the kinds of difficulties faced in learning writing by the first year students' of *MTs Salafiyah Kajen Margoyoso Pati*, and the kinds of strategies used by the teacher to solve difficulties faced in writing learning.

Chapter V is conclusion and suggestion.