

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of the international languages that is used by many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects in human life such as technology, economy, social, and politics.

In Indonesia, English as a foreign language becomes very important as a means of communication to make a relation between Indonesia and the other countries in the world. Because of them, English has an important role in the society both in national and international scopes. So, English has to be learned in formal school from elementary level up to university level. It is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language viewed from the system of structure, pronunciation, and vocabulary.

Of the four English language skills, writing is the most difficult skill to learn. To master the skill, students should master some aspects namely grammar, idea, vocabulary, punctuation, and so on. According to Leki (1996) in Fauziati (2010: 173) the main purpose of learner's writing activity is to catch grammar, spelling, and punctuation error. The writer must be able to

organize idea, to construct the sentences, to use punctuation and spelling well and to arrange their writing in cohesive and coherent paragraph.

The teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes the facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. The problem is the teacher does not have a good technique which is used as an orientation for teaching writing. The teacher usually just focuses on teaching reading and grammar, because they think that the component of writing is included in it.

In this research, the writer choose the first students of SMP Bhakti Karya Mojogedang as a place to do the research. SMP Bhakti Karya which is located in Mojogedang Karanganyar, the teaching learning process at 07:00 am to 12:30 pm. This school is good alternative for the learners because they can learn religion while studying. They can get knowledge of religion and science at the same time. Teaching English here is taught two hours or classroom activities, and it focuses on learning language skills, namely listening, reading, speaking, writing and integrated vocabulary and grammar.

The writer is interested in observing the first students of SMP Bhakti Karya because the students are not motivated in learning writing, so the writer is interest to know the technique, the process of teaching learning and the material especially in teaching writing. Finally, in teaching English, hopefully, the students can understand and use English in

oral and also in written context to recognize foreign language in dialogue, opinion, and also in writing be easier and has become more humanistic, more friendly, and fun. From the reason above the writer is interested in conducting a research entitled. “ *TEACHING WRITING TO THE SEVENTH YEAR OF SMP BHAKTI KARYA MOJOGEDANG KARANGANYAR IN 2011/2012 ACADEMIC YEAR.*”

## **B. Problem Statement**

Based on the background of the study, the writer formulates the problem of study as follows:

1. How is the process of writing teaching-learning at the seventh year of SMP Bhakti Karya Mojogedang? This general question is divided into the following subsidiary questions :
  - a. What are materials given to students?
  - b. What are the media used by teacher?
  - c. How is the evaluation?
  - d. What are the techniques for teaching writing to the first year students in SMP Bhakti Karya Mojogedang ?
2. What are the problems faced by the teacher in teaching writing ?

## **C. Limitation of the Study**

The study focuses on the process of teaching writing to the first year students in SMP Bhakti Karya Mojogedang in 2011/2012 academic year and

the students' ability in writing descriptive to the seventh year student in SMP Bhakti Karya Mojogedang in 2011/2012 academic year. Because the research which one supply of knowledge and experience of the writer, firstly for teaching.

#### **D. Objective of the Study**

Based on the problem statements mentioned above, there are two objectives of the study, they are as follows:

1. Describing the process of writing teaching-learning at first year students *SMP Bhakti Karya Mojogedang*. A specifically the objectives of the research as follows:
  - a. to describe the materials given to students..
  - b. to describe the media used by teacher.
  - c. to describe the process of evaluation.
  - d. to describing the techniques of teaching learning writing in the first year students in SMP Bhakti Karya Mojogedang
2. Describing the problem faced by the teacher in teaching learning writing .

#### **E. Significance of the Study**

The significance expected from this study are as follows:

##### **Theoretical Significance**

This study is expected to contribute to the large body of knowledge, particularly teaching writing to the first year of SMP Bhakti Karya and

give knowledge in analyzing a teaching writing to the seventh year of SMP Bhakti Karya.

### **Practical Significance**

a. For the writer

She can get a lot of knowledge about a teaching writing to the seventh grade students of SMP Bhakti Karya, Mojogedang, Karanganyar.

b. Students

The result of this study can help the students to improve the writing of SMP Bhakti Karya, Mojogedang, Karanganyar.

c. Teachers

The result of this research will be helpful for teacher in teaching-learning writing with fun methods of SMP Bhakti Karya, Mojogedang, Karanganyar.

d. For the readers

They will get a lot of knowledge and information about teaching writing in junior high school.

### **F. Research Paper Organization**

In order to make the reader easy to follow, the writer divides this research paper into five chapters. They are as follows:

Chapter I is Introduction, which consists of background of the study, problem statement, limitation of study, objective of the study, benefit of the study, and research paper organization.

Chapter II explains the review related literature. It is basic theory that is closely related to the topic, which is explaining about Notion of Teaching, Teaching Writing, Media, and Teaching English Using Picture.

Chapter III is Research Method, which consists of type of the research, object of the research, source of data, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It discusses the process of teaching writing, the problem faced by the teacher in teaching writing, and the problem solving used by the teacher in teaching writing to the seventh grade students of SMP Bhakti Karya, Mojogedang, Karanganyar.

Chapter V is conclusion and suggestion.