CHAPTER 1
INTRODUCTION

A. Background of the Study

English is very important for human communication. However, for some students, English is very difficult to learn. In English lesson, students must learn four skills that are very important to study, namely speaking, reading, listening and writing. Writing skill is the most difficult skill for the students. Writing skill is a specific ability which help writers put the thoughts into words in a meaningful form and to mentally interact with the message (Nunan, 2003: 88).

One of the important English skills is writing, which is also important in teaching learning process of English. Writing has a close relationship with text. In addition, writing also has a close relationship with grammar and vocabulary. In writing exercises the students need to be personally involved in order to make the learning experience of lasting value.

Teaching English in Junior high school is the basis in understanding English. This research was conducted in SMP Negeri 2 Colomadu. SMP Negeri 2 Colomadu is a state junior high school and a nationally standard school. It has students around 1000 students from seventh grade up to the ninth grade. In this school English lesson is taught almost everyday. In the teaching learning process the teacher used bilingual. It means the teacher used target language in giving simple instruction to students, but in explaining the material the teacher used mother tongue in order to help
students understand the material. Here, the roles of the teacher and the roles of materials are needed to help the students learning English.

Richard and Rodger (2001: 20) state that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. The existence of instructional design is obviously needed in English teaching. Instructional design has some components, such as the general and specific objectives, syllabus model, type of learning and teaching activity, learner’s role, teacher’s role and instructional material. All of the aspects have the main goal to provide students with good command of English so that they are able to take part in various academic activities, most of which are conveyed in English.

Teacher and learner are the basic factor in English teaching. Those vignettes give contribution in teaching learning process. There will be not learning if learner does not take part as well in it. The role of teacher will endorse pupil in engagement of education goal. It is doubt that every purpose of learning process is reaching and progressing learning’s achievement and attitude. The succes of learning process delivers the student’s mind, feeling and knowledge better and larger. By receiving of learning material it is expected that they held meaningful case so they are encouraged by some activities such as taking a note, responding and sharing their idea and hopefully learning process become more attractive.

However, many of the problems are faced by teachers who teach English especially writing skill. This is due not only to the need to generate
and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a able read text (Richards and Renandya, 2002). It is a serious problem facing teachers in teaching English. Teachers must always do activity that make writing skill of the learners increase. In addition, students also have difficulties transferring ideas from their native language (i.e Indonesia) into the target language (i.e English).

Brown (2000: 335) in Fauziati (2010: 48) states that there are some traditional criteria of good writing supposed to “(1) meet certain standards of prescribed English rhetorical style, (2) reflect accurate grammar, (3) be organized in conformity with what the audience would consider to be conventional”. In teaching writing as a process, consequently, the students may produce several drafts or versions of their writing with the emphasis on the process of writing and getting feedback from classmate.

Teaching writing in Junior high is based on the syllabus, which helps the teacher conducting teaching learning. The material used by the teacher is various, but the most material used is genre text, because writing has close relationship to the texts. There are many aspects that must be mastered by the writer to write well, namely grammar, vocabulary, and idea. Grammar and vocabulary are used to covey idea. For the students of SMP Negeri 2 Colomadu English lesson is one of difficult lessons, in which, they still find many difficulties in writing English this phenomenon makes the reseacher want to describe the teaching learning process and intructional
design that used in English lesson at SMP Negeri 2 Colomadu. The writer will conduct the research entitled AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF WRITING AT SMP NEGERI 2 COLOMADU IN 2013/2014 ACADEMIC YEAR

B. Problem Statement

Based on the background study, the general question is specified into the following subsidiary research questions.

How is the instructional design on teaching writing at the eighth grade in SMP Negeri 2 Colomadu in 2013/2014 Academic Year?
1. What is learning objective for teaching English in writing skill?
2. What syllabus is used for teaching English in writing skill?
3. What are instructional materials used for teaching English in writing skill?
4. How is classroom procedure teaching English in writing skill?
5. How is classroom technique teaching English in writing skill?
6. What are teacher’s roles for teaching English in writing skill?
7. What are learner’s roles for teaching English in writing skill?
8. What is the evaluation model for teaching English in writing skill?
9. What is teaching media used for teaching English in writing skill?

C. Limitation of Study

In this research, the writer limits her research on Instructional design on teaching writing skill in eighth grade at SMP Negeri 2 Colomadu in 2013/2014 Academic year.
D. Objective of the Study

This research is intended to describe the teaching learning process of writing skill based on instructional design at SMP Negeri 2 Colomadu. It is to describe:

1. The learning objective for teaching English in writing skill.
2. The syllabus used for teaching English in writing skill.
3. The instructional materials used for teaching English in writing skill.
4. The classroom procedure teaching English in writing skill.
5. The classroom technique for teaching English in writing skill.
6. The teacher’s roles for teaching English in writing skill.
7. The learner’s roles for teaching English in writing skill.
8. The evaluation model for teaching English in writing skill.
9. The teaching media used for teaching English in writing skill.

E. Benefit of the study

1. Theoretical Benefit
   a. The result of the research can be used as an input in improving teacher’s ability to teach English especially in teaching writing.
   b. Theoretically, this research tries to find out whether the result of this research is relevant or not to the previous theory. It can be used also as logical consideration for the next research.
2. Practical Benefit

a. To the student
   
   The result can help students to know the strategies in understanding the material which is delivered by teacher in teaching writing.

b. To the teacher
   
   The result of the research can be used as an input in English teaching learning process especially in teaching writing.

c. To the researcher
   
   The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching language in writing skill.

F. Organization of the Research

The writer organizes this paper in order to make it easier to understand. This as follows:

Chapter I is introduction. This chapter of the background of the study, problem statement, limitation of the study, objective of the study, benefit of study and the research paper organization.

Chapter II is underlying theory. It involves previous studies and the theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consist of type of the research, objective of the data, data and data source, method of data collection and technique of data analysis.
Chapter IV is the result of the study. It consists of presenting the data and analyzing the data.

Chapter V is conclusion, pedagogical implication and suggestion. It consists of conclusions of the research and completed by suggestion to make the research better.