

CHAPTER I

INTRODUCTION

A. Background of the Study

English has an important role in various aspects of life. English has long been used by humans to support their activities. In various fields, English has influence on society, economics, culture, politics, and education. English language plays a major function in communication, for example: when someone talks to foreign people.

In our country the English language not only serves as a means of connecting between each other in communication, but English becomes one of the subjects which is taught to the students at schools. Language aspects are studied by the students include spelling, structure, pronunciation, and vocabulary. Furthermore, according to Depdiknas (2003: 6) some students' ability to learn the English language in school should develop four skills, namely listening, speaking, reading, and writing.

Writing is one of the four English language skills. In the process of teaching and learning in Junior High School, a teacher should be able to develop students' writing ability because writing skill is one of the important things for the advancement of students' English language. A teacher is required for teaching English properly and correctly to their students.

Method is treated at the level of design in which the roles of teachers, learners, and instructional are specified (Fauziati, 2005: 5). When a

teacher teaches English language, he should be able to select an appropriate method or technique. It is useful to help students learn the English language with good methods. Beside that, the teacher must have creative and innovative techniques to deliver materials in the classroom. In this case, there are many problems that affect teaching writing process such as the students are difficult to memorize the word in English, the students often do not bring a dictionary when learning English, and so on. The students' problems affect the process of teaching writing, so they do not have a lot of English knowledge. The limitation of vocabulary makes difficult for the students to write and to translate both word and sentence. These are some problems faced by the teacher and students that make the teaching writing process do not run well.

Based on the explanation and reasons above, the writer is interested in conducting a research of English language teaching and learning process in SMP N 2 Sawit Boyolali especially in teaching writing skill. So, the writer wants to give the title of the research **THE IMPLEMENTATION OF TEACHING WRITING TO THE EIGHTH GRADE STUDENTS OF SMP N 2 SAWIT BOYOLALI SEMESTER TWO IN 2013/2014 ACADEMIC YEAR.**

B. Problem of the Study

In this research the writer formulates the specific question when the writer conducted this research about the implementation of teaching writing to the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year. The questions are:

1. How is the implementation of the teaching writing including approach, and technique in the classroom of the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year?
2. What are the problems faced by the teacher and students in English teaching writing to the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year?

C. Limitation of the Study

In this study, the writer limits his research on the implementation of teaching writing to the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year.

D. Objective of the Study

Based on the problems, the writer intends to:

1. describe the implementation of teaching writing including approach, and technique in the classroom of the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year, and
2. describe the problems faced by the teacher and students in English teaching writing to the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year.

E. Significance of the Study

The writer hopes that this study can give theoretical and practical significance.

1. Theoretical Significance

- a. The result of this research paper can give contribution to other researchers when they want to analyze the teaching writing
- b. The result of the study can be used for other researchers as the references when they want to conduct a research about teaching writing

2. Practical Significance

- a. From this study, the writer can find out several problems faced by the teacher in the classroom, when teaching writing process to the eighth grade students of SMP N 2 Sawit Boyolali
- b. This study can increase the readers' knowledge to be better
- c. For the readers, this study gives several advantages such as knowledge and information about teaching writing process at the eighth grade students of SMP N 2 Sawit Boyolali

F. Research Paper Organization

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

Chapter I is introduction. It involves background of the study, problem statement, limitation of the study, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It deals with previous study, notion of teaching, notion of teaching writing, process of teaching writing, approach to teaching writing, technique for teaching writing, objective of teaching writing, material for teaching writing, media for teaching writing, and evaluation used in teaching writing.

Chapter III is research method. It presents type of the research, research subject, research object, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding is elaborated into the implementation of teaching writing and the problems faced by the teacher and students in English teaching writing to the eighth grade students of SMP N 2 Sawit Boyolali semester two in 2013/2014 academic year.

Chapter V deals with conclusion and suggestion.