

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English is an international language, which is needed by people around the world to communicate with other people: to understand them, talk to them, read what they have written and write to them. But the fact that people frequently have to communicate with each other in writing is not only the reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983: 3)

In Indonesia, English has been learned from kindergarten until university. In the past, English language material was only given in the fifth and sixth grade of elementary school until university. But now English is not only used by the teacher in the school but also used by scientific, political, guide and etc. There are four language skills to learn, namely speaking, listening, reading, and writing.

In *Teaching English As a Foreign Language*, Fauziati (2010: 45) states that writing has always occupied a place in the most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English department students especially need to learn to write to prepare themselves for the final academic assignment, thesis writing. Thus, in terms of students' needs, writing occupies an equal role with other language skills.

It is generally agreed that writing is the most difficult skill to master for foreign language learners. 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 readable text (Richard & Renandya, 2002). In addition, students also have difficulties transferring ideas from their native language (i.e. Indonesia) into the target language (i.e. English).

Learning to write of the four languages skill is the most difficult tasks a learner encounters and one that few people can be said to fully master. Many native speakers leave school with a poor command of writing, providing employment for the teams of instructors in college English departments who teach courses in freshman composition. Learning to write well is difficult and lengthy process, one that induces anxiety and frustration in many learners (Richard, 1990:100).

A great deal of writing that goes on in ESL lesson, especially in an elementary-level class is sentence writing. Students repeat or complete given sentences to reinforce the structure, grammar, and vocabulary they have learned. They work with the pattern sentences, performing substitutions or transformations (Raimes,1983: 4). It means that in elementary school, the teacher have been giving English language material but in simple form. And it is different with junior high school level. The material in junior high school level is about how students communicate with other by using English language in daily activity.

There is no answer to the question of how to teach writing in English Second Language classes. There are many answers as there are teachers and teaching styles, or learners and learning styles. There are some approaches to teaching writing in English Second Language classes, are: the controlled-to-free approach, the free-writing approach, the paragraph-pattern approach, the grammar-syntax-organization approach, the communicative approach, and the process approach. All of the approaches just mentioned do, of course, overlap. We will seldom find a classroom where a teacher is so devoted to one approach as to exclude all others. A teacher using a communicative or a process approach will still use techniques drawn from other approaches as the students need them. They stem from the basic assumption that writing means writing a connected text and not just single sentences, that write for a purpose and a reader, and the process of writing is a valuable learning tool for all of our students (Raimes,1983: 5-11).

Anthony in Fauziati (2010: 15) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2010: 15). In traditional methods there are: direct method (DM), grammar translation method (GTM), situational language teaching (SLT), audio lingual method (ALM), and cognitive code learning (CCL).

According to Anthony in Fauziati (2009:16) argues that technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lesson and used as the basic for teaching and learning.

There are some techniques in teaching writing. Example, Teacher uses a set of picture, diagram, table, and etc. The writer choice SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan* because this school is a new school, it's begin six year ago. Then the writer wants to know what is the technique applied the by English teacher in teaching writing because in fact, teaching writing classroom often makes the students bored. Maybe they don't know about vocabulary, material, not interesting and etc. based on the phenomena above the writer choose the title **Method of Teaching Writing to the Seventh Grade Students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan***.

## **B. Problem of the Study**

Based on the reason on the background of the study, the researcher proposes the following:

1. What is the method used by the English teacher in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?
  - a. What is the objective used in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?
  - b. What is the material used by the teacher in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Lamongan*?
  - c. How is the procedure of teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?
  - d. What are the techniques applied by English teacher in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?
2. What are the problems faced by teacher in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Lamongan*?
3. What are the problems faced by students in teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?

### **C. Objectives of the Study**

After formulating the above problem statements, the researcher has the following objectives:

1. to describe the methods applied by the English teacher to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*. Specifically it is to :
  - a. to describe the objective in teaching writing of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*.
  - b. to describe the material used by the teacher in teaching writing of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*.

- c. to describe the procedure of teaching writing to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*?
  - d. to describe the techniques applied by the English teacher to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*.
2. to describe the problems faced by teacher in teaching writing of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*.
  3. to describe the problems faced by student in teaching writing of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Paciran Lamongan*.

#### **D. Limitation of the Study**

There are some skills in English language teaching, but the researcher only limits on writing skill. The researcher takes to the seventh grades students of Junior High School or in SMPM 25 Boarding School *Pondok Modern Muhammadiyah Lamongan* especially 7A (superior class) that consist of 20 students.

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

In conducting this research, the researcher hopes the result of study will have benefit as follows:

1. Theoretical Significance
  - a. English Teacher
 

The result of this study will be uses for giving additional information about technique in writing skill in junior high school.
  - b. For other researcher
 

The result of this study will be used as some additional references in conducting other research.
2. Practical Significance: the result of this study will be used as information what is the technique of writing skill that used in junior high school.

## **F. Research Paper Organization**

This research paper organization is divided into five chapters.

Chapter I is introduction. It is consist of background of the study, problem of the study, objectives of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It is related with previous study and theoretical review.

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

Chapter IV is research finding and discussion. It discusses technique used by English teaching and describes the problem that found by teacher and student to the seventh grade students of SMPM 25 Boarding School *Pondok Modern Muhammadiyah Lamongan*.

Chapter V is the last chapter, in this chapter the writer presents the conclusion and suggestion.