CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is many things; a system of communication, a medium of thought, a catalyst for nation building (O’Grady, et al. in Srijono, 2001:1). It means that language is very important for communicating and exploring ideas. Without language, people will get difficulties to find ways to share their feeling or communicating their needs.

There are many languages in the world, one of them is English. It is an international language. As an international language, English has an important role in all sectors. It gives many people a bridge into the worlds of higher education, science, international trade, politics, tourism and many other ventures which interest them. English is the first foreign language in Indonesia, so it needs to be learnt by every student. It is introduced in school and colleges.

Nowadays, English has become more and more important. Cahyono (2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003: 3) states that English has achieved a genuinely global status since it develops a special role that recognized in every country. Therefore, English is considered as a global language which is spoken by many people all over the world either as the first of the second language.

Realizing the importance of English, our government states that English is a foreign language which should become a compulsory subject at school. It is taught from
Elementary School to University and it becomes one of the subjects in Nation Test (UN). Students need to understand spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or contest based on curriculum, students have to master that four language skill: listening, speaking, reading, and writing.

“Teach, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand” Brown, (2007: 7-8). Teaching is not only transferring knowledge to the students, but it is guiding the students in order that they are able to be success. The process of teaching has three main components, they are teacher, students, and the last is materials or knowledge. Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

“Teaching English in Indonesia is focused on ability of student’s communication. The communication can be in oral and written forms. The learners should be capable of the four language skills, namely: listening, speaking, reading, and writing” Depdiknas (2003: 6). The learners should have abilities in reading and listening to support their speaking and writing.

Paulston (1976: 254) states that writing is one of the English skills that must be learned and carried out by the students of any level education. It is productive activity by which one can deliver his/her ideas to other in a written form. Writing is one of productive skills, which becomes student’s main objective in learning English.
Productive skills are the ways in which people express/share meaning of what they think or feel. The purpose of writing in principle is the expression of ideas, the conveying of a message to the reader. So, the ideas themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspect: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection vocabulary.

Writing is one the important skill in teaching English. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in English occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover someone who wants to write the essay or story must know the steps in writing process and aspects of writing. The researcher must be able to organize the idea, to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange their writing into cohesive and coherent paragraph and texts.

Writing skill has some components, such as content, form, grammar and style. Seeing from the components, writing process needs a special skill for success in applying and combining those components in order to make a good writing. Skill of writing will not come suddenly without regular and more practices. In modern life, writing skill is needed as well as speaking skill.

“Teaching writing is a difficult thing to do and it has less paid attention by the teacher because it needs a certain method and technique to do. The teacher usually has some methods in teaching-learning process. Teaching methods are needed in teaching-
learning process, especially in teaching writing. Method is treated at level of design in which the role of the teacher, learner and instructional materials are specified. The method is theoretically related to an approach and is organizationally determined by design” (Fauziati, 2001: 5). When the students are writing Indonesian text they have mastered vocabulary and structural system, but when they are writing English text, they are demanded to have adequate knowledge of the target language which have different system.

Students should have mastery on writing skill. Good achievement in writing is important to the students. Students will get information and ideas which can enrich their vocabulary and ideas. So they need to use appropriate method in writing, in order to produce good writing ability. Someone who wants to write the essay or story must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text.

SMP Muhammadiyah 1 Pati has used School Based Curriculum (KTSP) since 2006. English subject is also given in their school. English are taught both in spoken and written language. Almost all learning materials in English learning are dominating in written form. With the different background of knowledge from each student it may make them have different understanding in English subject, especially in writing. But, on the other writing is a skill that must be mastered by the students according to curriculum.
Based on the background above the researcher decides to carry out a research entitled “A DESCRIPTIVE STUDY ON TEACHING WRITING TO THE EIGHT GRADE STUDENTS AT SMP MUHAMMADIYAH PATI 1 IN 2014/2015 ACADEMIC YEAR”

B. Problem Statement

Based on the background of the study, the researcher states the research problems as the follows:

1. How is the process of teaching writing to the eighth grade students in SMP Muhammadiyah 1 Pati?
   a. What are the objectives in teaching writing at SMP Muhammadiyah 1 Pati?
   b. What the materials in teaching writing at SMP Muhammadiyah 1 Pati?
   c. What is the writing approach used by the English teacher in teaching writing at SMP Muhammadiyah 1 Pati?

2. What are the problems faced by the English teacher at SMP Muhammadiyah 1 Pati?

C. Objectives of the Study

Based on problem statement, the objectives of the study of this research are to:

1. Describe the process of teaching writing to the eighth grade students in SMP Muhammadiyah 1 Pati.
   a. Describe the objective in teaching writing at SMP Muhammadiyah 1 Pati.
   b. Describe the materials in teaching writing at SMP Muhammadiyah 1 Pati.
c. Describe the approach that used by English teacher in teaching writing at SMP Muhammadiyah 1 Pati.

2. Describe the problems faced by the English teacher in teaching writing at SMP Muhammadiyah 1 Pati.

D. Limitation of the Study

In this research, the researcher limits the problems as follows: the researcher concerns only on teaching writing in eighth grade students at SMP Muhammadiyah 1 Pati in 2014/2015 academic year.

E. Benefit of the Study

The researcher expects that this research can give benefits, both theoretical and practical:

1. Theoretical Benefit
   a. The result of this research can be used as input in English teaching learning process especially in teaching writing.
   b. The result of this research can be used as reference for those who want to conduct a research in English teaching – learner process

2. Practical Benefit

The result of this research will be helpful both for the students and teachers to reduce the problems in teaching and learning English in teaching writing.
F. Research Paper Organization

In conducting the research, the researcher organizes it in order to give a clear guidance in reading and understanding the content of the study. The researcher organizes his study on five chapters.

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

Chapter II present a review related literary. It consist of previous of study, notion of writing, process of writing, types of writing, difficulties in writing, approaches of teaching writing.

Chapter III discusses the research method. It consist of the type of the research, subject of the study, object of the study, source of the data, data collection method and technique for analyzing data

Chapter IV discusses research finding and discussion.

Chapter V draws conclusion and suggestion.