

CHAPTER I INTRODUCTION

A. Background of the Study

Basically, there are four skills required in English teaching learning program. They are reading, speaking, listening, and writing skill. The students should master all.

Writing is one important skill in language learning. Writing is considered difficult by most students. Students can speak English, but they can not write well. By writing, they can actually increase their abilities to communicate their mind or ideas through written symbol.

Many language learners regard writing ability to increase of knowing a language. That is why the main purpose of language learning is to develop ability in writing. writing is the important skill to acquire and it asses their progress in terms of their ability in writing.

The essence of the knowledge-transforming approach is that writing is not viewed as a mere expressive act but as part and parcel of a habit of critical thinking in which the act of writing serves as the occasion for, and the focus of a complex form of problem solving. According to Nunan (1991:84) in Nurhayani's research (2006:6-7) writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired.

Students are lazy to write because what they read is different with what they have to write. They do not have adequate vocabulary and they are afraid to make mistakes with their grammar. So, they think that writing is boring activity and it is uninteresting for them.

Based on that condition, the writer believes that writing is a skill that needs extra works to be mastered. Writing is an effective way to express our thoughts, feelings, and opinions to others. Writing has function to explore our experience and make fun. For example students can write about the experience in their holiday.

Many teachers are also have committed to invite students to participate effectively in writing situation. The teachers have some strategies to help them in

teaching writing. If students have progress in writing, teacher will give them reward to the students in learning writing.

In this research, the writer is interested in conducting a research in this field entitled “Teaching Writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu in 2015/2016 Academic Year.

B. Scope of the Study

The writer limits the research in the student’s writing ability. The sample is limited to the Eighth Grade of SMP Muhammadiyah 04 Sambu in 2015/2016 Academic Year. As we know that there are many elements of writing. So, it is impossible for the writer to research all of them at the same time. In this research, it is impossible for the writer to handle all aspects of the writing skill, but it is limited to the Teaching Writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu in 2015/2016 Academic Year.

C. Problem Statement

Based on the previous background discussed above, the writer formulates the research questions as follows:

1. How is the process of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu?
2. What are the problem faced by the teacher of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu?

D. Objective of the Study

Based on the research question above, the objectives of this study are:

1. To describe the process of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu.
2. To know the problem faced by the teacher of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu.

E. Significance of the Study

The researcher hopes that the result of this research can give information about the intensity of the process of teaching and learning writing skill. The writer hopes that the research will be useful. It can contribute some contribution as follows:

1. Theoretically

The result of the research can contribute useful information for the future classroom research with the similar problem of teaching writing .

2. Practically

The result of this research can give information to the English teachers especially at teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu, and can motivate the students to improve writing ability and improve their writing.

F. Research Paper Organization

This research paper is arranged systematically. There are five chapters and each chapter is sub divided into further divisions. The writer sets up the order of the research paper as follows:

Chapter I is Introduction; which consists of background of the study, scope of the study, problem statement, objective of the study, significance of the study, research paper organization.

Chapter II is Review of the Related Literature. In this chapter the writer presents previous study, notion of writing, teaching writing strategies.

Chapter III is Research method. This chapter deals with the research method covering type of the study, object of the study, data and data source, method of collecting data, technique for analyzing data.

Chapter IV describes research finding and Discussion. It consists of research finding and discussion.

Chapter V is Conclusion, Pedagogical Implication, and Suggestions. In this part the writer concludes the result of the research and gives suggestion related with the result.