

## **CHAPTER I**

### **INTRODUCTION**

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

English as a second language becomes more important nowadays. So, in every school in Indonesia English becomes part of foreign language that should be mastered. By mastering English the students can learn everything and communicate with everyone. Not only senior and junior high school students that need to learn English, kindergarten students nowadays also learn English and make English language become an extra lesson. So that is why In Indonesia, English as a foreign language is taught from Elementary School up to the higher education.

Learning English is not easy or complicated, students must learn the four skills that consists of reading, speaking, listening and writing. English skill is a complex construct comprised of many aspects or facets; it may involve speaking, writing, reading and listening in various combinations in different settings or on different occasions (Powers, 2010: 12). Those four skills appear as skills that should be learned step by step at school. Especially on writing, it is a productive skill in the written mode where students must learn much thing on writing especially vocabulary and structure, this is part of the difficult thing on learning writing. Writing something starts with word, phrase, clause, and sentence, and then present tense of English.

Crebert, et, al, (2011:7) said that writing is labeled written production and is one of the branches; when learning a second language, it is a skill that students must develop than those four skills. Written communication is extremely important in language learning because for many students, writing is a less stressful activity then speaking as the audience for any mistakes is more selective; on the other hand, written work is concrete and is therefore open to closer examination and correction. So, the teacher must know about this condition. Beside the above condition that written work is concrete, near with dictionary on every writing activity was also important, especially for junior

high school students. They are beginner so, to limits their mistake, they have to close with dictionary, eventhough not every time they must open the dictionary, at least the dictionary can give their readiness to face a difficult word.

Peha (2003: 7) said that there are six key concepts of teaching learning writing, including student-centered learning, active learning, the role of the teacher as a facilitator, students' interaction as a means of promoting learning, assessment for learning and a thematic approach to learning, but the teacher sometimes does not implement the entire six key concepts. This study emerged from an interest in understanding the processes and outcomes of curriculum reform that would inform effective implementation of existing and future curriculum in Indonesia. Writing based on curriculum, Learners need to be encouraged to see writing as a process that includes planning content, drafting, evaluating, revising and editing as stages that lead to the final product. Related to that process there are basic competence that the students need to reveal the meaning of functional written text in simple ways to interact with the surrounding, and reveal the rethoric steps in functional written text while using various written language accurately, smooth to interact with surrounding. The implementation of teaching writing at school especially on junior high school is guided by curriculum. In this curriculum the student are able to to increase intelligent, knowledge, personality, and skill for independent living and to follow further education

But in the way of the implementation of curriculum, there are certain problems are still faced by the teacher until now where teacher thinks that the school level based curriculum is a heavy burden for them, because so many teaching administrations to do, too many kinds of evaluation to carry out, and too many varieties of teaching approaches to perform. In other words, there are too many things to do, too much time to spend, too hard creativity to innovate.

English is one of favorite study in SMP N 1 Sambu because the teacher involves so many teaching program in it, such as English Language

Extracurricular and also English area at least once a month. The English teacher tries to attract every students in SMPN 1 Sambu that English is one of study that is very interesting. Beside that, with the above activities, it is expected that SMP N 1 Sambu stands as a national school stand side by side with other school.

With the above reasons, the researcher is interested in conducting research to this school related to the implementation of KTSP used in SMP N 1 Sambu for teaching learning writing focused on the eight grade students. The research entitled *A Naturalistic Study of Teaching Writing to the Eighth Grade Students at SMPN 1 Sambu in 2016/2017 Academic Year*.

## **B. Limitation of the Study**

Based on the background above, the researcher limits the study only at the eight grade students at SMP N 1 Sambu in 2016/2017 academic year. The class is class D where it consists of 32 students. The researcher also limits the analysis of teaching writing into five components, objective of teaching writing, the material used by the teacher to teach writing, classroom technique to teach writing, and the procedure of teaching writing, and problem faced by teacher.

## **C. Problem Statements**

The problems discussed in this study stated as follows;

1. How is teaching writing to the eighth grade Student's at SMPN 1 Sambu in 2016/2017 Academic Year?
  - a. What is the objective of teaching wrting at SMP N 1 Sambu 2016/2017?
  - b. What is the material used by the teacher to teach writing to the eight grade students at SMP N 1 Sambu in 2016/2017 academic year?
  - c. What is the procedures of teaching writing of the eight grade students at SMP N 1 Sambu in 2016/2017 academic year?

- d. What kinds of classroom techniques are used by teacher to teach writing to the eight grade students at SMP N 1 Sambu in 2016/2017 academic year?
2. What are the problems faced by the teacher in teaching writing to the eighth grade Students at SMPN 1 Sambu in 2016/2017 Academic Year?

#### **D. Objectives of the Study**

Based on the above problem statement, the researcher has two objectives in this research. They are:

1. To describe teaching writing to the eighth grade Student's at SMPN 1 Sambu in 2016/2017 Academic Year. Which include :
  - a. The objective teaching writing of the eight grade students at SMPN 1 Sambu 2016/2017.
  - b. The material used by the teacher to teach writing to the eight grade students at SMP N 1 Sambu in 2016/2017 academic year.
  - c. The procedures of teaching writing of the eight grade students at SMP N 1 Sambu in 2016/2017 academic year.
  - d. The kinds of classroom techniques used by teacher to teach writing to the eight grade students at SMP N 1 Sambu in 2016/2017 academic year.
2. To describe the problems faced by the teacher on teaching writing to the eight grade students at SMP N 1 Sambu in 2016/2017 academic year.

#### **E. Benefits of the Study**

The writer hopes that this research paper will have some benefits in English teaching and learning.

- a. Theoretical benefits
  - a. Theoretically, this study can be used as the reference for teacher to choose a good teaching method based on school level based on curriculum to teach writing.

- b. The result of this research can be used as the reference for those who want to conduct a research of English teaching learning process especially writing.
- b. Practical benefits
  - a. The result of this research will be helpful for teacher to guide them into a good teaching learning process.
  - b. The result of this research will be helpful both for students and teacher to reduce the problems in teaching and learning English in writing.

#### **F. Research Paper Organization**

To give a clear understanding of the study, the writer organizes these chapters into several chapter. Chapter I is Introduction that consists of background of the study, previous study, problem statement, objective of the study, benefit of the study, and research paper organization. Chapter II is Underlying Theory which consists of notion of writing, the process of writing, methods of teaching English, problems in writing, the roles of teacher in teaching writing, types of writing. Chapter III is Research Method. It consists of type of research, place and time of the research, subject and object of the study, source of data, data collection method, and technique for analyzing data. Chapter IV discusses the result of the research. It consists of research finding and discussion. Chapter V is the last chapter. It consists of conclusion and suggestion.