

CHAPTER I

INTRODUCTION

A. Background of the Study

In this life, language is used for communication. Human is social creature who needs another people to achieve their goal. So, language is important to our life and social life. Human needs language for socialization. In this world, there are kinds of language in each country or regional, example English language. In Indonesia, English language becomes subject in education. English language is one of the compulsory subjects in education of Indonesia, especially for junior high school. In this global era, English language becomes international language, so that English language is not only to be taught in junior high school but it is beginning from elementary school until in university.

Studying English language is not easy for all students in Indonesia because the grammar is different from the grammar of English language. Sometimes this makes the students confused when learning grammar of English language. The worst happened when the students do not understand and are confused, they will get bored. According to Leki (1996: 172) in Fauziati (2010: 46) “in traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making. No wonder that writing activity becomes dull, dry, and boring”. So, as the teacher must have more innovation and creative to teach English language for the student become understand and have ability to master all skill.

In teaching English language there are four skills must be learned, such as writing skill, reading skill, speaking skill, and listening skill. Each skills should learn about grammar and vocabulary. Fauziati (2010: 47) states that “the focus of these types of writing exercise is primarily on grammar; students will get good marks if the text is from errors or have only just very few errors”.

Writing can be used to communicate, according to (Lovell 2011: 15) “it is important to write clearly and unambiguously, if for no other reason than that writing is such a peculiar way of communicating”. We learn to write about making a sentence or some text to take out our idea in our mind, it needs good vocabulary, grammar and clearly write and unambiguously for interest the reader and make them understand what we write.

In Indonesia, the students does not learn about main subjects such as math, biology, physics, religion knowledge, etc. but the student also learn foreign language especially English language, so that they are not only master in their own language (Indonesia language) but they can master in foreign language (English language) to develop and expand their knowledge of language in education. In school, the student is not learn language and another subjects for their knowledge but they learn about how to become good social person and useful for their country and another people.

In many subjects, such as math, biology, physic, etc. we have to master some aspects that must master all of the aspect, for example in math subject we must know about math formula. For English language subject must master all of the skill such as writing skill, reading skill, listening skill and speaking skill because that are important to make perfect English language which can master for the students. But, writing is not easy, because it needs correct vocabulary and good grammar to make a sentence.

In this study the researcher wants to observe English teaching learning process of writing in Junior High School of Seventh Grade Students of SMP Muhammadiyah 4 Surakarta. The students of SMP 4 Muhammadiyah Surakarta especially for seventh grade have to ability such as reading skill, speaking skill, and listening skill, to reach the goal of the process learning. But the students of SMP 4 Muhammadiyah Surakarta in seventh grade have less ability of writing skill. The teacher of SMP 4 Muhammadiyah Surakarta said that the students of SMP 4 Surakarta do not have enough vocabulary and arrange the correct sentence for exploring their idea in writing skill. The students are still confused which the word and the grammar must be used in

English language learning is correct. They cannot be confident to take out their idea and feel bored so, they don't want to think and try to make a sentence in their writing skill. For example, when the student asked by the teacher for write exercise in front of the class, the student still confused to take out their idea. So, the teacher guide the student to answer the exercise. But still the student confused to answer the exercise.

Based on the problem above, the research is interested in analyzing the teacher implementing in teaching writing to the seventh grade of SMP 4 Muhammadiyah Surakarta. The writer wants to conduct a research entitled **THE IMPLEMENTATION OF TEACHING WRITING TO THE SEVENTH GRADE STUDENT OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2015/2016 ACADEMIC YEAR.**

B. Problem Statement

Based on the background above, there are problem statements, as follow:

1. How is the implementation of teaching writing at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016 academic year includes:
 - a. What is the objective of implementing in teaching writing at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016?
 - b. What are the materials for teaching writing at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016?
 - c. What are the procedures of teaching writing at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016?
2. What problems are faced by the teacher at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016 academic year?

C. Objective of the Study

Based on those problem statement above, the objectives of the study are:

1. The implementation of teaching writing at seventh grade in SMP 4 Muhammadiyah Surakarta which includes:
 - a. The objective of implementing in teaching writing at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016.
 - b. The materials at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2014/2015.
 - c. The procedure of classroom activities at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016.
2. The problems faced by the teacher in implementing of teaching writing in seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016.

D. Significance of the Study

In this research, there are two kinds of advantages, namely theoretical and practical. The advantages of the study are :

1. Theoretical Significance
 - a. The result of this research paper can be used as the reference for those who want to conduct a research teaching writing.
 - b. For the reader, they can get knowledge about teaching writing.
2. Practical Significance
 - a. For the students, the result of the research will help the student to have ability in the writing skill.
 - b. For the researcher, they can find the problem faced by teacher about teaching writing at seventh grade in SMP 4 Muhammadiyah Surakarta.

E. Research Paper Organization

Research paper organization is given to the readers so that they could easily to understand the content of the research. In this case, the researcher organizes her research paper into five chapters.

Chapter I deals with introduction. This chapter deals with background of the study, problem statement, objectives of the study, significance of the study, and research paper organization.

Chapter II is underlying theory. It consists of previous study, notion of writing, teaching english as foreign language, and teaching writing.

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

Chapter IV is research finding and discussion. This chapter presents finding and discussion of the finding.

Chapter V are conclusions, pedagogical implication, and suggestions.