

**TEACHING WRITING TO THE FIRST YEAR STUDENT
OF SMP MUHAMMADIYAH 9 GEMOLONG**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills that must be mastered by the students in learning English, namely: listening, speaking, reading, and writing. As one of the four language skills, writing has always occupied a place in most English subject matter or English course. One of the reasons is a lot of people need to learn writing in English for occupational or academic purposes. Thus, in terms of students needs, writing occupies an equal role with the other language skills. Although placed on the last sequence, it doesn't mean that writing is an easy skill, but it is a difficult one, as stated by Scott (1990: 68) in Stella (1999: 280)

The writing and the oral skill are combined in the classroom and the one clearly benefits from the other, writing has certain characteristics which seem to make it difficult for the students to get the grips with, especially for younger students: many students take a long time to master the skill of writing and writing in a foreign language is all too often associated with correcting errors.

According to Stella (1999: 280) it takes time for the students to master the writing skill because of several reasons, namely: (1) *Words in thousand*; the vocabulary mastery of students are different among each other, because their capabilities are different with. And the students, especially younger students have difficulties in arranging the words to make a sentence because of their vocabulary limitation and they couldn't explore their idea into written language. (2) *They don't know how to correct mistakes*. Leki (1996) in Fauziati (2005:

148) stated that the main purpose of learners writing activity is to catch grammar, spelling and punctuation errors. The learners just write what they wanted to write based on their idea without any good thought and their writing mostly was full of errors. And they couldn't correct the errors because they didn't master the basic of it, like grammar mastery. (3) *They fear of being judged too harshly by their work.* The learners, especially the young learners usually felt unconfident with their writing because of the vocabulary limitation and errors about writing that they would make. So, they felt fear if they couldn't make the best writing. (4) *They do not understand the instructions or the title.* Generally, the learners make a mistake in exploring their idea into written language, because they don't understand what the instructions of the topic or the meaning of the title is. It could make the learners out of topic or misunderstood in exploring their idea.

In writing skill, there are many genre or text types given to the students, namely descriptive or description, report, recount, procedure, narrative, anecdote, etc. The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process.

Murray in Richards (1992: 7) distinguishes three stages in writing: pre-writing, drafting and revising. Besides, there are many aspects that must be mastered by the writer to write well, namely grammar, vocabulary and idea. Grammar and vocabulary are used to convey ideas. If the ideas are meddled, they will not be able to write about them well, no matter how much vocabulary and grammar they know.

In writing session, the teacher should not only motivate the students to study harder and more diligent but also, the teacher should find appropriate methods or approaches that are suitable and can make the students more easily in learning writing. Especially for the students of Junior High School in which the students are teenagers, the teacher should design a method which is suitable with their characters. So, the students feel confident and comfortable in teaching learning process.

In Junior High School, English became one of the important subjects that must be given to the students. It is important for them to get such introductory lesson in learning English. English skills which are taught in Junior High School consist of reading, writing, speaking, and listening. Every skill has its own purposes in order to improve the students' skill. And Muhammadiyah 9 Gemolong is one of many Junior High Schools that gives English lesson to the students in order to develop their knowledge and ability.

SMP Muhammadiyah 9 Gemolong is a Junior High School located in Sragen regency. In SMP Muhammadiyah 9 Gemolong, English subject is the material that should be taken by all students. According to the information from the English teacher of SMP Muhammadiyah 9 Gemolong, many students get some difficulties in learning writing so it can influence the result of English test. So far, the result of English test showed that the students haven't got good achievement yet. Even the result of the English test relatively decreases on the first year.

In this research, the writer is interested in describing the methods of teaching English especially in writing subject in SMP Muhammadiyah 9

Gemolong. The writer is interested in carrying out a research which is entitled “TEACHING WRITING TO THE FIRST YEAR STUDENT OF SMP MUHAMMADIYAH 9 GEMOLONG”.

B. Research Problem

In this research, there are two problems formulated by the writer:

1. How is the process of teaching writing in the first year student of SMP Muhammadiyah 9 Gemolong?
2. What are the problems faced by the students of SMP Muhammadiyah 9 Gemolong in writing subject?
3. What are the causes of problems faced by first year students of SMP Muhammadiyah 9 Gemolong?

C. Limitation of the Study

In the research, the writer limits the analysis in order to be more focused. The researcher limits the study on the teaching writing including the process, the problems, and the causes of problems to the first year students of SMP Muhammadiyah 9 Gemolong in 2009/ 2010 academic year.

D. Objectives of the Study

The writer has two objectives in this research. They are:

1. to identify the process of teaching writing in the first year student of SMP Muhammadiyah 9 Gemolong?

2. to describe the problems faced by the students of SMP Muhammadiyah 9 Gemolong in learning writing subject?
3. to identify the causes of problems faced by first year student of SMP Muhammadiyah 9 Gemolong?

E. Benefit of the Study

There are two benefits that can be achieved by this research: theoretical and practical benefit.

1. Theoretical Benefit

The result of this research will be useful for the further research and also to readers who are interested in analyzing teaching English especially writing in Senior High School.

2. Practical Benefit

- a. For the writer, she can get the broader knowledge about teaching English, especially in teaching writing.
- b. To teacher, they can apply and get the knowledge about English teaching learning process.

F. Research Paper Organization

The organization of this research paper is given in order to make the reader understand the content of the paper as follows:

Chapter I is introduction. This chapter deals with the background of the study, research problem, limitation of the study, objective of the study, benefit of the study, and research paper organization.

Chapter II is theoretical review. This chapter concerns with previous study, general concept of writing (types of text, notion of writing, process of writing, method in teaching writing, students' problem in writing, and the roles of teacher in teaching writing), and theoretical framework.

Chapter III is research method. This relates to research type applied by the writer that are type of research, subject and object of research, method of collecting data, data and data source, and technique for analyzing data

Chapter IV is concerned with research result. This chapter discusses the findings and discussion of the finding.

Chapter V consists of conclusion and suggestion. Conclusion deals with the answer of the problem statement. This chapter also proposes some suggestions to the other researchers and readers.