

CHAPTER I

INTRODUCTION

A. Background of the Study

English is the first foreign language in Indonesia which has to be taught in schools as a compulsory subject. There are four important skills if people to master English, namely listening, speaking, reading, and writing skills. As one of the four language skills, writing has always occupied place in most of English language courses. In the 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 making meaning.

Writing is one of the four language skills which occupies an equal role with the other language skills although most people tend to focus on speaking from than writing one. It is sometimes suggested that spoken language is simpler than written language. As Haliday (1985) in Nunan (1991: 85) has pointed out, “speech is no less structured and complex than writing”. Particularly another statement points, “writing is clearly a complex process and competent writing is frequently accepted as being the last skill to be acquired” (Hamp-Lyons and Heasley, 1987: 2). Some students didn’t like writing because writing is one of language skills that difficult to master. So, it causes the problem faced by the students. Here, the teacher must motivated the students to learning writing.

Murray (1978) in Gebhart (1989: 28) distinguished the stages in writing, namely generating ideas (*pre writing*), drafting, and revising. Generating reflects the need you have to explore, to find information, to clarify, and generally to make a start on a writing project. Drafting is developing a preliminary version (*a draft*) of their work. Different writers may begin drafting with different intentions, or motives for their writing. And then, revising along with editing or making surface changes become an intention later with deadline pressure building, turn to a draft you have “completed” in order to improve its organization.

Since writing is not an easy skill to master, teacher often gets problems in equipping the skill to their students. Generally, the problem faced by the teacher in teaching writing are difficult in explaining the content of the text, students difficulties in developing paragraph, students difficulties in mastering component of writing, and lacking of teaching media. Besides, teachers know almost nothing about the theories and practice in teaching writing.

In teaching writing, teacher must use method that can help the students to master the writing skill. In the other hands, the teacher also needs to reteach the material that is not understood yet by the students.

Based on the writer's experiences, there are some problems found in the field when giving writing materials to the students, especially for beginners. The first problem is that there are many errors in vocabulary, grammar, and spelling. Another problem is the students have low motivation and are not interested in doing the task since the writing activities are not interesting. As

we know that writing need more skill to arrange the composition. Here, the teacher must make the students easier in learning writing, especially for the students of Junior High School in which the students are teenagers. So the students feel confident and comfortable in the teaching learning process.

Based on the explanation above, the writer concludes that writing is not easy to do especially for the beginners. It takes long process to make a good writing.

Other than to facing the problem of writing skills faced by students, teacher must help the students to increase the student's writing skills. For example the teacher must be aware with the method or technique that used in teaching writing and than the teacher must give motivation to students to do the writing exercise.

In this study, the writer tries to observe the problem that faced by the teacher and the students of *SMP Negeri 2 Pulokulon*, especially in writing. The researcher wants to know the problem that faced by the teacher in teaching writing and the problem that faced by the students in learning writing because writing is one of language skill that difficult especially for beginner.

Based on the background above, the writer decides to conduct a research entitled **“PROBLEM FACED BY TEACHER AND STUDENT IN WRITING CLASS AT THE SEVENTH GRADE AT SMP NEGERI 2 PULOKULON ACADEMIC YEAR 2013/2014 ”**. The writer chosee *SMP Negeri 2 Pulokulon* because the writing ability of the students in *SMP Negeri 2*

Pulokulon is low and than it can be problem faced by the teacher and the students in writing skill.

B. Scope of the Study

In this research, the writer only focuses on SMP Negeri 2 Pulokulon mainly to the seventh grade students and the teaching learning process which includes: (1) the problem faced by the teacher and the students in writing skill, (2) the problem solving by the teacher to faced the problem in writing skill.

C. Problem Statement

Based the reseach background, the writer formulates the problems statement as follows:

1. What are the problem faced by the teacher in teaching writing at the seventh grade at *SMP Negeri 2 Pulokulon*?
2. What are the problem faced by the students in writing at the seventh grade at *SMP Negeri 2 Pulokulon*?
3. How does the English teacher solve the problem in writing at the seventh grade at *SMP Negeri 2 Pulokulon*?

D. Objective of the Study

Based on the formulation above, these are the objectives in this research:

1. To identifythe problem faced by the teacher in teaching writing at the seventh grade at *SMP Negeri 2 Pulokulon*.
2. To identify the problem faced by the students in learning writing by the seventh grade students *SMP Negeri 2 Pulokulon*.
3. To identify the problem solving to solve the problem in writing.

E. Significance of the Study

The writer expects this study which discusses the problem faced by the teacher and the students in writing skills will give significance for teacher, students, other writers and readers. The result of the study will be contribute to:

1. Theoretical significance

- a. The result of the research can be used as input in English teaching-learning process especially in teaching writing.
- b. The result of the research can be used as the reference for those who want to conduct a research in English teaching learning process.

2. Practical significance

- a. The writer get knowledge about the problem that faced by the teacher and the students in writing.
- b. The teacher and the students will get knowledge about solution to avoid the problem in writing skill.

F. Research Paper Organization

This research paper organization is elaborated into five chapters.

Chapter I is introduction. This chapter involves backgroud of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It presents about previous study, notion of writing, notion of teaching writing, and the problem of teaching writing.

Chapter III is research method. It is consists of type of the research, object of the research, data and data sources, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. It is consists of the problem faced by teacher in teaching writing at the seventh grade at SMP Negeri 2 Pulokulon, the problem faced by students in writing class at the seventh grade at SMP Negeri 2 Pulokulon, and strategies to solve the problem faced by teacher in teaching writing.

Chapter V is conclusion and suggestion.