

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problems, purpose of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Nowadays English language proficiency is an important thing in this era, especially for communication and interaction to other people. English as a means of world communication is getting more important in the world's civilization. As we know, study English is crucial for students to face the globalization era, but many students are difficult to study English such as in writing they are difficult to combine the vocabulary into sentences. Meanwhile, there are differences between English and Indonesian language, it makes the students difficult to learn and the situation becomes worse because English is not the original language in Indonesia that makes the students difficult in learning English. Teaching English includes four skills such as listening, speaking, reading and writing. Among the four skills, writing is the most difficult skill to learn and needs special skills that include the ability to express the writer's opinions.

Writing is productive language skills that make a language user to express idea and communicate to others. There are many aspects that students should learn in order to gain comprehensible writing According to Harmer (2001: 257),

there are aspects of language such as language use (grammar, vocabulary, and linkers), punctuation (layout), and spelling, in other words, students have to develop their writing skill because to comprehend their ability in writing they should learn more about the aspects of language and the way how to write in a good sentence into paragraph, if students know how to get the ideas about what they will write and how to write into sentence and paragraph, they will have a good writing in English.

All these points make the teaching of writing more complex than the other skill. In teaching writing, teacher must know what the methods those are suitable in writing. In this case, the teacher will be easy to convey the material to the students. According to Brown (2000:340), "the facilitative role of the writing, teacher has inspired research on the role of the teacher as a responder to students' writing. As a Facilitator, the teacher offers guidance in helping student to engage in the thinking process of composing but, in a spirit of respect for Students opinion, must not impose his or her own thoughts on students writing". It means that the teacher's role is to help students in learning process to gain the purpose in learning that make students have a good writing. Besides, the students can develop their knowledge into writing with teacher guidance.

There are common teaching methods that teacher can use in teaching English such as grammar translation method, direct method, communicative language teaching, audio lingual, teaching unplugged, task based learning and the PPP method. Each method has advantage and disadvantage that we cannot decide what appropriate method to teach every skill.

There are some previous researches about teaching method. Indriyani (2014) investigated the methods of teaching productive skill (speaking and writing) at Sang Bintang School in Malang. The result of the study showed that the methods implemented by the teacher in teaching speaking and writing were direct method, communicative language teaching, cooperative learning, suggestopedia, and grammar translation method. In addition, there are five methods that teachers used in teaching productive skills. The teacher combines all those methods, the teacher could teach speaking and writing at the same time.

Another research done by Maulidah (2013) showed that the teacher implemented three methods. They were audio-lingual method especially for listening subject; direct method especially for speaking and reading skill; and STAD (Student's team achievement division) especially for writing skill. After that, the teacher applied those methods through three stages. The stages were pre- teaching activities, whilst teaching activities and post teaching activities. By all means, she analyzes all the methods that teacher uses in teaching English in every skill (reading, listening, speaking and writing). Teacher uses different methods in every skill depends on the compatibility. The teacher believes that those methods could make the students understand and comprehend the materials and enjoy in learning process.

Based on the research findings above, the researcher is interested to investigate the method that used by the English teacher in teaching writing at SMP Negeri 1 Batu.

1.2 Statement of the Problem

Related to the background of the study above, the problems of the study are formulated as follows:

1. What are the methods used by the teacher in teaching writing at the first grade of SMP Negeri 1 Batu?
2. How does the teacher apply the methods in teaching writing at the first grade of SMP Negeri 1 Batu?
3. What are the advantages and disadvantages of the methods implemented by the teacher?

1.3 Purposes of the Study

Based on the statement of the problems above the purposes of the study are formulated as follows:

1. To know what the methods of teaching writing that are used by the English teacher at the first grade students in SMP Negeri 1 Batu.
2. To find out how the methods implemented by the English teacher at the first grade students in SMP Negeri 1 Batu.
3. To know what are the advantages and disadvantages of the methods implemented by the teacher.

1.4 Significance of the Study

The result of this study can give some contribution and feedback for several elements. First, it is expected that the results will be useful for the English teacher. It will give important information about the good methods of teaching writing and what the advantages and disadvantages. Second, the result of this study will be useful for the reader especially English department students. For them it will give additional information about the methods of teaching writing in junior high school students. Third, it is expected that the result is useful for the next researcher who wants to take the same topic for their research.

1.5 Scope and Limitation

Based on the statement of the problem above, the writer considers making the scope and limitation. The study focuses on the methods of teaching writing and it is limited only for English teacher of second grade in SMP Negeri 1 Batu.

1.6 Definition of key terms

Teaching is the process of giving the knowledge to develop and train the students and teacher as a facilitator in learning process to convey the knowledge and make the students understand.

2. Writing

According to Urquhart and Melver (2005:3), Writing is process of exploration that offers benefits to students and content area teachers alike.

Writer can reveal their idea into writing that cannot explain by speaking and Writing is one of productive skill that needs focus on spelling, grammar, punctuation and language use.

3. Method

According to Richard and Rodgers (2001:19), method is and overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

Method is the design of the study that the teacher uses to teach. Teacher will make decision about types of learning and teaching activities based on students need and the methods that the teacher used. Method is about the role of teacher and learners in learning process.