

CHAPTER I

INTRODUCTION

This chapter deals with background of study, research problem, objective of the study, significances of the study, scope of the study, definition of key term, and theoretical framework. These parts considered to provide sufficient background information, so it is understandable in what the purpose of the study and could place it in context.

A. Background of the Study

Human as the best creation on the world has vital role and duty. To fulfill and conduct their role and duty, knowledge and science are required. In other word, education is one the most important aspects that should be owned by human being. Education could be gained in every place, time, condition, formal or informal institution, and whole of human lifetime. The sources of knowledge itself consist of Experience, Authority, Deductive Reasoning, Inductive Reasoning, and Scientific Approach. Here, one of the way to produce update knowledge and science, research (Scientific Approach) on educational range is important.

Language is one of the most important things to build and develop a country, especially to develop human source itself. Absolutely language has vital role in human life as the tool for communicating in their interaction. Communication among these people deliver their own language that can be different each other such as Indonesian language and English. Language

seems to be a feature of our essential humanity which enables us to rise above the condition of mere brutish, real or imagined.¹

English known as International language that broadly used in the whole world as a tool of communication among countries. There are two basic issues should be emerged both government and teacher. The first, English is increasingly being used as a tool for interaction among nonnative speaker. Well over one half of the one billion English speaker of the world learned English as a second (or foreign) language. Most English language teachers across the globe are nonnative English speakers, which means that the norm is not monolingulism, but bilingualism. Second, English is not frequently learned as a tool for understanding and teaching US or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.²

Based on the fact the students do not have ready-made context for communication beyond their class room. Moreover, English language and Indonesian language are quietly different in most the language aspects. These such differences rise a problem for the learner, and from these problems make

¹ H.G Widdowson, *Linguistics*, Great Clarendon Street, Oxford: Oxford University Press, 1996, p.4

² H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second edition, New York: Longman, 2001, Second Edition, p.118

error in any kinds of language activity. The Problems involve spoken and written language.

Language has several parts that are divided into two parts. These parts consist of Language elements and language skills. The Language Elements are divided into three such as Vocabulary, Grammar, and Pronunciation. The Language Skills are divided into four such as Speaking, Writing, Reading, and Listening. The language elements are the important part to mastery by language learner because they have ultimate role in developing the language skills.

Writing known as written language that has complexity to compose by every learner and of one the variant of language skill has to be developed in order to increase language skill of learner. We can define writing as the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort. Not all languages have a written form and, even among people whose language has a well-established writing system, there are large numbers of individuals who cannot use the system.³

As one of the language skill parts, writing is a kind of skill that involves complexity for the EFL learner. The usual things associated with writing are word choice, use of appropriate Grammar (such as subject-verb agreement, tense, and article use), syntax (word order), mechanics (e.g.,

³ George Yule, *The Study of Language*, Fourth Edition, Cambridge:Cambridge University Press, 2010, p.212

punctuation, spelling, and handwriting), and organization of ideas into a coherent and cohesive form. However, writing also includes a focus on audience and purpose, as well as a recursive process of discovering meaning.⁴

Writing skill is taught in all academic world, especially in school known as academic writing. Academic writing refers to the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing someone do when write stories. It also different from personal writing, which is the kind of writing someone do when write letters or email to a friend and family. Creative and personal writing are informal, so someone may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so someone should not use slang or contraction. Also, someone should take care to write complete sentences and to organize them in certain way.⁵

Hence, in order to improve the students writing skill, the teacher is supposed to be imaginative and creative in developing their teaching methods to create good atmosphere and make the English lesson more exiting. In this way, the writing teacher has to be able to create interesting materials for the students in the process of teaching and they have to know how to apply it. The influence of the materials and the methods of the English teacher in teaching learning process is really vital, because students will be more

⁴ Jerry G.Gebhard, *Teaching English as Foreign or Second Language*, United States of America :The University of Michigan Press, 2000, p.221

⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition, New York: Longman Pearson Education Inc, 2007, p. 3.

interested in following the study. The competence of the teacher in teaching learning process will also influence the success of students in their study.

Teacher as a executor of school curriculum has a vital role to develop students' comprehension and as a key factor in the successful implementation of curriculum changes.⁶ More particular in class management, Teacher becomes a facilitator learning personal and social change by assisting the developing person at those points where help is requested. Teacher should have a set of exercises, tasks or other activities for the students in their classes. It is really beneficial and positive experience to try various classroom activities because successful materials of the subject matter depend on the use of teaching method. To teach writing there are several methods which can be used by the teacher. By using the methods, the teacher will easily teach writing.

At senior high school level, the students are directed not only to have communicative competence but also to express and write competence in English grammatically. The national standard education makes it as the objective of instructional in every school in Indonesia. Based on the School Based Curriculum, the writing basic competence of senior high school for the second grade that students are expected to be able to : Express the meaning in

⁶ Jack C.Richard, *Curriculum Development in Language Teaching*, Cambridge, UK: Cambridge University Press, 2011, p.99.

short functional text (e.g. advertisement, brochure, tips, etc) and simple essay such as report, narrative, and analytical exposition in the context of daily life.⁷

In Madrasah Aliyah Negeri I Laung Tuhup the teacher teaches writing skill in class. During the process of teaching and learning, the teacher uses media such as Picture, textbook, and other media that can increase the students' attention. The teaching and learning process run smoothly. But there are some problems faced by the students in learning the skill. The students have many problems in this class such as limited vocabulary which has been the common problem for the students, the correct grammar, punctuation and so on. The students also feel confused to write well and correctly.

Based on the pre-eliminary study conducted, there are some problems raised both for the teacher and the students. The teacher has particular problem such as limited source of book, library that provide supplement source, and the electric resource especially in applying some method in audio-visual form. Meanwhile, the students have problem in vocabulary, appropriate grammar, mechanics (e.g. punctuation, spelling, and handwriting), and organization of ideas into coherent and cohesive form.

Since teaching is one of complex process, teaching writing should be well organized in order to increasing students achievement, raising standard, changes to curriculum models, and etc. Therefore, the significant effort in teaching english as foreign language is exactly important. There are some previous studies that could be used as the consideration for teaching english.

⁷ Departemen Pendidikan Nasional, BSNP, *Kurikulum KTSP, Standar Kompetensi*, Jakarta, 2006, p.11-12

The first is study conducted by Apriana. The study result showed the strategy applied by the teacher in teaching short functional text were Helper, Project, and Discussing Strategy.⁸ The second study is conducted by Santyasari. The study result of Sanytasari study that there is a significant difference in term writing achievement between the students who were taught by using Inside-Outside Circles technique and those who were taught without using Inside-Outside Circles technique, so the Inside – Outside Circle technique is suggested to English teacher in improving the student achivement.⁹

The researcher is interested to conduct the study based on some reasons. First, the study result could be as the evaluation and development for the school related to english teaching. Second, there are no research was conducted in area the development of English instructional Process, so it is very important to conduct a research, especially educational research in way which people acquire dependable and useful information about the educative process. Third, the study result can give empirical data about the teaching writing at MAN 1 Laung Tuhup.

In addition, Short Functional text is taught at eleventh grade students in most school curriculum both the first and second semester in many forms based on the Badan Standar Nasional Pendidikan(BSNP). Therefore, the short

⁸ Hasnawati Apriana, *The Students' Difficulties in Writing Short Functional Text based on KTSP Curriculum at the Tenth Grade Students of SMA1 Muhammadiyah 1 Palangka Raya*, Unpublished Thesis , Palangka Raya:STAIN Palangka Raya, 2009, p.70.

⁹ Armi Santyasari, *“Improving the Students Ability on Writing Short Functional Text through Inside – Outside Circle Technique”*, Unpublished Thesis, Semarang:Universitas Negeri Semarang, 2011.

functional text that explored on the teaching of writing will be adapted related to the time of study later.

Due to the phenomena above, it motivates the researcher to conduct this study entitled “The Teaching of Writing Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup ” By knowing the method used by the teacher and find the problems faced by the teacher in teaching writing skill, the teachers in MAN 1 Laung Tuhup could reflect their teaching so that they can design better teaching technique.

B. Problem of the Study

This study concerns with the following problems:

1. How is the teacher’s preparation before teaching writing Short Functional Text at the eleventh grade students of MAN 1 Laung Tuhup?
2. How is the procedure of teaching writing Short Functional Text at eleventh grade students of Madrasah Aliyah Negeri 1 Laung Tuhup in term Pre-teaching, While teaching, and Post Teaching?
3. What are the media used by the teacher in teaching writing Short Functional text at eleventh grade students of MAN 1 Laung Tuhup?
4. How does the teacher evaluate the students’ writing ?
5. How is the language teaching quality in teaching writing of Short Functional Text at eleventh grade students of MAN 1 Laung Tuhup ?

C. Objective of the Study

The objectives of study from this research are aimed at:

1. Describing the teacher's preparation in teaching writing of Short Functional Text at eleventh grade students of MAN 1 Laung Tuhup.
2. Describing the procedures of teaching writing on short functional text for students in Madrasah Aliyah Negeri 1 Laung Tuhup.
3. Describing the media used by the teacher in teaching writing of Short Functional Text at eleventh grade students of MAN 1 Laung Tuhup.
4. Describing the evaluation used by the teacher on students' writing.
5. Describing the language teaching quality in teaching writing of Short Functional Text at eleventh grade students MAN 1 Laung Tuhup.

D. Significances of the Study

The writer hopes that this research will have some benefits in the study of English, especially in teaching writing skill. There are two kinds of benefits in this research: theoretical and practical benefits. The theoretical benefits are the result of the research can be a model of the implementation of teaching writing and the result of this research paper can be used for the next researchers who are interested in teaching writing. The practical benefits are by seeing the result, the students can reflect their learning writing skill, the teacher can also reflect his teaching, and the teaching can be adopted by other teachers in teaching writing skill.

E. Scope of the study

The study belongs to qualitative study. It limits on “ The Teaching of Writing Short Functional Text. The Study will focus on the process of teaching writing of short functional text. The subject on the study is the Eleventh grade students of MAN 1 Laung Tuhup and the english teacher. The numbers of subject are an english teacher and 51 (fifty one) students of the eleventh grade students. The short Functional text has many forms, and taught based on the curriculum of eleventh grade students of MAN 1 Laung Tuhup that are, Brochure, Advertisement, and Tips.

F. Definition of Key Terms

1. Writing

Writing is the symbolic representation of language through the use of graphic signs. Unlike speech, it is a system that is not simply acquired, but has to be learned through sustained conscious effort.¹⁰ Writing in this study refers to paradigm that has close relationship between teacher’s way in teaching writing and how the teacher evaluate the writing of students does.

2. Teaching of Writing

Teaching of writing refers to a teaching approach in which L2 composition students write paragraphs and essays whose primary purpose is to focus on such organizational modes as definition, comparison-contrast,

¹⁰ George Yule, *The Study of Language*, Fourth Edition, New York: Cambridge University Press, , 2010, p.212

classification, and cause effect.¹¹ Teaching of writing on this study refers to teaching on writing Short Functional Text on eleventh grade students of Madrasah Aliyah Negeri 1 Laung Tuhup.

3. Text

A text is a meaningful unit in a context. A text is both a spoken text and a written text.¹² Text on this study was the texts that were taught based on the syllabus of school. The text kind was Short Functional texts that were consisting of Brochure, Advertisement, and Tips.

4. Short Functional Text

Short functional text is a text to give information / warning to the listener or reader that something is important to be known.¹³ Short functional texts in this study were consisting of Advertisement, Brochure, and Tips.

G. Theoretical Framework

The frame of thinking that presented by the writer as the basic of the data are obtained in the field could be drawn as follows :

¹¹ Jack C.Richard and Richard Schmidt, *Language Teaching and Applied Linguistics*, Third Edition, London :Longman, 2002, p.592.

¹² Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, Yogyakarta:Graha Ilmu, 2008, p.1.

¹³ Anis Istiqamah,Bimahendra, M.Abdul Aziz, and Usy Tiaranika “*Short Functional Text*” , *Working Paper* is presented in school assignment. Website: <http://ayosinausinau.blogspot.com/2011/04/short-functional-text.html> (Online on March 17th, 2012).

