

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, statement of the problem, purposes of the study, significance of the study, scope and limitation of the study and the definition of key term.

1.1. Background of the Study

English is the only one language that becomes international language, so English becomes the only foreign language that should be learns in any countries. In Indonesia itself, English already taught since 1994. Now, Indonesian young learners should learn English since they are in Junior high school. English also the only foreign language tested in nation final examination. As Ministerial Degree 2013 No. 32 about nation final examination that the language materials include Indonesian language study, local language, and foreign languages, with some considerations: 1. Indonesian is the national language; 2. Local language is the mother tongue Participants Students, and 3. Foreign languages especially English is an international language which is very important usefulness in global society. It means that, English is important to learn in our country.

In learning a language, students needs to learn four skills of language, especially writing skill. For the reason why writing should be learned are as stated by Harmer (1998) that by writing, students can practice the use of language features that they have learn, improve students language, helps students who have learning style by which students need more time to think and produce a language

in a slower way to reflect what they have learned, and help them to communicate also express their idea or thought on a good paper. Besides it, writing has many elements, such as: grammatical, punctuation, vocabularies then spelling.

According to Spivey (2006) writing requires and combines more basic skills than any other subject area. Writing also needs some processes, such as: drafting, editing, revising and organizing to build a good writing. It supported by Bachani who state that writing becomes difficult to learn and to teach because it involves a different kind of mental process, such as: sub skill which is it includes drafting, editing, revising, organizing and etc.

Learn English is important but difficult to learn, especially in writing skill, then find out strategy or classroom activities in teaching, should be solution to solve it. As Khalil stated that it is better for teacher to find out a strategy, skilful planning and time management which can help them think in an organized way.

In contrast, a case comes up during teaching and learning. Writing activities could be one of problem for the students and teacher which make the learning atmosphere to be monotonous. Beside it, there are a lot of problem in writing skill of Junior High School which often happen, such as: spelling error, poor developing sentence, spelling error, punctuation mistakes and words choice.

Since writing become importance and needs to learn by students, then teacher cannot neglect on how they are teaching writing, especially when giving writing activities because the researcher have found the phenomena that writing activities sometimes are too easy for the clever students and too difficult for the low students. Besides it, writing activities sometimes do not stressed in writing but it dominated with other skill. Those become the basic reason why the

researcher considered knowing more about the implementation of teaching writing activities done by EFL teachers at Junior High School.

Talking about the characteristics of EFL students in Indonesia, they are shy, passive and quite characteristics as stated by Exley, who described that EFL Indonesian students have passive, shy and quite characteristic (2005). Meanwhile, the EFL students do not only have those characteristics but also some students in classes are homogenous.

For the criteria of teachers that will be selected by researcher are graduated from English department, having teaching writing experience for at least four years, applying step of writing include: pre-writing, whilst-writing and post-writing in every meeting, teaching writing for at least twice in month and the last is teaching writing separated.

The researcher done her research was at SMP Negeri 3 Gresik and SMP Muhammadiyah 4 Giri since the schools could meet the criteria of teacher. The researcher found that in SMP Negeri 3 Gresik the students followed English competition and be the winner from that competition and in SMP Muhammadiyah 4 Giri the students should express their writing in English wall magazine where each class has it. Both of the school also accredited with A. Other reason about why the researcher did not taking the data from the other schools are some teachers did not give a permission to the researcher, few gave a permission but the researcher asked to teach the students by herself and the other also gave the researcher permission but the teacher only gave one meeting for observation and did not let the researcher to ask other data. In line with it, the researcher considered to observe Negeri 3 Gresik and SMP Muhammadiyah 4 Giris, the

teachers' competence, the students' interest in writing, the school also provided wall magazine for showing students' writing ability, and they have been joined some English competition.

1.2. Problem Statement

To investigate this study, researcher divided the problem statement into two as below:

1. How is the implementation of teaching writing activities done by EFL teachers at Junior High School?
2. How do the students' perception toward writing activities given by the teacher?

1.3. Purpose of the Study

The purposes of this study is to investigate how actually the implementation of writing activities done by the teacher in teaching learning process, including: 1) In pre-writing: how the way teacher introduce the material, how is the students get the idea, 2) In whilst-writing: what teacher do when the students are writing and 3) In post-writing how the teacher revise students' writing . The second purpose is the researcher wanted to know about the students' perception toward writing activities given by the teachers at Negeri 3 Gresik and SMP Muhammadiyah 4 Giri, include: how the students' opinion after getting the activities from their teacher.

1.4. Significance of the Study

Theoretically, this research expected to bring inspiration for other researchers to observe teaching learning activities, especially in writing activities. The research also expected will be the additional literature resource for junior high school.

Practically, for English teachers, this research will give contribution as reference/alternative for teacher in developing their ways in teaching learning process to be more interesting and give various activities especially in writing activities at Junior High School. For the students, this research will give contribution for the students especially for who learn writing. They can learn writing with great interest and motivated since the teacher give some more interesting and various writing activities.

1.5. Scope and Limitation of the Study

To specify this research, the researcher has some scopes and limitations. The first scope of this study is EFL teachers, and the limitation for the subject is two EFL teachers and EFL students of 8th grade at Junior High School that selected through questionnaire and teachers' recommendations.

The second scope is writing, and the limitation is writing activities. Means that, the way teacher implements writing activities in the classroom, including: 1) In pre-writing, how the way teacher introduce the material and how the students get the idea, such as: brainstorming, clustering, questioning/journalism, visualization, 2) In whilst-writing: what teacher do when the students are writing, such as: be a guidance, confers with students individually, gives some suggestions

during monitors the students and 3) In post-writing, how the teacher check students' writing, such as: indicating mistakes or corrections, giving overall comments to the class, giving written comments, giving a grade or mark, giving individualized oral comments, providing individualized oral comments, providing more practice writing, providing model answers, letting students compare their work, displaying students' work and asking students to read paper to the class. The perception limited to the students opinion after they got the writing activities from the teacher.

1.6. Definition of Key Terms

Implementation is the actions on what teachers do during teaching learning process, including: pre-writing, whilst-teaching and post-teaching.

Teaching EFL is process of English teaching learning, include: pre-teaching, whilst-teaching and post teaching.

Writing Activities is the whole way teacher teach writing during teaching learning process, including: 1) In pre-writing, how the way teacher introduce the material, how is the students get the idea, 2) In whilst-writing, what teacher do when the students are writing and 3) In post-writing, how the teacher revise students' writing.

Perception is the students' opinion after getting the writing activities from the teacher, such as: how is students' opinion after getting feedback from their teacher.