

CHAPTER I INTRODUCTION

A. The Background of the Study

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand, facilitating learning, and setting the condition for learning (Brown, 2000:8). Teaching English in senior high school should cover four language skills namely listening, reading, speaking, and writing. Listening and reading are the receptive skills in which the language user needs the ability to receive spoken or written language. While speaking and writing are productive skills in which the language user needs the production of language in the form of spoken and written language.

Since writing is one of the language skills which important in our life because through writing, learner can inform something to another (by narrating, describing or explaining), persuade someone (by arguing for or against), express their thinking, and tell what they feel. That is why when teaching writing, the teacher must impart his/her knowledge to their students, be sure to select resources and support materials that not only aid them in teaching how to write effectively, but also be the most effective teacher in helping students learn to write.

In terms of teaching writing, the teacher should consider about some aspects. The teacher who has ever experienced working with the learner realized how challenging the job is (Kirby and Crovitz, 2013:9). Every single lesson requires

careful preparation. The teacher has to take care of students' motivation, need to think about variety of techniques or activities, need to think about their level of learning, think about socio-economic backgrounds of the students, prefer a way of learning before preparing any task and so on. The teacher can use that knowledge to bring about better teaching because people know that teacher who receive training do better than similar teacher who does not receive such training (Gage, 2009: 1-2)

For many years, teaching writing focused on the written product rather than on the writing process. The teacher asked the students to write a composition in the classroom which the teacher correct and hand back the paper next day covered in red ink. Then, the students put the corrected pieces of their work into folders and sometimes they look at their work again. In other words the students' attention was directed to the "what" rather than to the "how" of text construction product approaches expected the students to only analyze text in terms of what language they used and how the text was constructed. Whereas it is also necessary for the teacher to concentrate on the process of writing. When writing process is used to teach writing, students begin to understand writing as form of communication. Furthermore, writing helps students recognize that they have opinion, ideas and thoughts (Harmer, 2004:11).

Based on the observation which was done by the researcher in the grade X of SMAN 1 Binjai Kab. Langkat, students sometimes found difficulties to write a text especially to write narrative text. The students became frustrating when they were asked to write a composition especially narrative text even though the

students have been learnt about narrative text since from Junior High School. Students were getting confused to start their writing because they didn't know steps of writing and lack of vocabulary. Although the students had many ideas on their mind, they did not know how to express their idea into good composition. The students think that writing was very complex and difficult to learn because writing was not simply put everything down. The students needed to know about the punctuation, spelling and grammar.

Concerning the issues and explanations above, the researcher want to find out how the teacher teach the students to write narrative text in the classroom for Tenth grade of Senior High School at SMAN 1 Binjai Kab. Langkat. The researcher uses the steps of teaching how to write narrative text based on the theory of Knapp and Megan (2005:232-238).

B. The Problems of the Study

Based on the background of the study above, the problem of the study is stated as follows:

1. How does the teacher teach the students to write narrative text?
2. Why does the teacher do the way they do?

C. The Objectives of the Study

The objective of the study are:

1. To find out the way of the teacher teach the students to write narrative text in the classroom at tenth grade of SMAN 1 Binjai Kab. Langkat

2. To know the reasons underlying the process of teaching writing narrative text.

D. The Scope of the Study

This study will focus in analyzing how the teacher teach the students to write narrative text and the reasons underlying the process of teaching writing narrative text. The researcher will observe the teacher through the interview and document analysis.

E. The Significances of the Study

The finding of this study will be useful theoretically and practically for the teacher especially English teacher, the students, and also the reader.

1. Theoretically

The finding of this research can be used to strengthen, weaken, or modify the theory of teaching writing which says that presage and content variable affect teacher's teaching performance.

2. Practically

The finding of this research can be used as the reference for those who want to conduct a research about teaching writing narrative text.