

# **CHAPTER I**

## **INTRODUCTION**

### **A. The Background of The study**

As an international language, English is used in all aspects of human life. Its main function is being a system of communication for people around the world. It is because every country has its own language. Thus, English is needed as a universal language. Knowing that importance, it seems that everyone has to be able to comprehend it because having a good ability in English will give many advantages. That is why English becomes one of compulsory subjects which is taught in Indonesia from junior high school.

English is taught at schools in order that students are able to master the four skills; they are listening, speaking, reading, and writing. Harmer (2007: 265) states that we use language in terms of four skills- reading, writing, speaking and listening. These are often divided into two types. Receptive skills is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing, skills where students actually have to produce language themselves.

Among those four skills, writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing. Thus, the ability in writing is needed. Writing is not simply transferring thought to a written form. It needs appropriate vocabulary, grammar, coherence, and organization. As it is stated by Nunan (1989: 36) writing is not a natural activity

because people have to be taught how to write. It is clearly shown that this skill is more complicated than the other skills. It is being a difficulty for students to write a good writing and becomes a problem in teaching learning process.

According to Meyers (in Karolina 2006) writing is a way to produce language you do naturally when you speak. In fact, most students get hard in doing that. They hardly ever follow the writing stages in their writing. They often copy texts from the students who are good at English subject. Sometimes they just rearrange jumbled sentences given by the teacher or taken from the textbook.

Actually, there are common problems which always happen in teaching learning process such as; students' interest in learning English is low. It can be seen from my first observation, the students being not excited if the English subject started. After that, the teacher mostly dominated the teaching learning process by tutoring, and the main factor is the students' course book is not appropriate with students needs.

Therefore, teaching material has an important role in teaching learning process. The availability of teaching material should be in accordance with curriculum. There are two kinds of curriculum that are used in Indonesia right now, they are KTSP (Kurikulum Tingkat Satuan Pendidikan) and K13 (Kurikulum 2013). Curriculum is subject centered, that is a program that planned, developed and will be implemented by school in the learning situation. Curriculum has a big role on the growth and development of education. Government determines the curriculum for each region in Indonesia and it applies in a strategy plan that is called as Syllabus.

Syllabus is a document which contains guideline about standard of competences, basic competence, teaching materials, activities in teaching learning process, indicators of reaching goal of teaching learning process, evaluation, time allocation, and source of teaching materials in teaching learning process. Syllabus is the integration of curriculum as the guidance of education (Brown: 2003).

There are two competence in syllabus namely standard of competence and basic competence. For the writing skill of eleventh grade students of senior high school for the second semester can be seen in the following table.

**Table 1.1 Standard of Competence and Basic Competence**

Standard of Competence	Basic Competence
6. To express meanings in short functional text and essays in the forms of narrative , spoof and hortatory exposition; in daily life context	6. 2. To express meanings and rethorical steps in an essay; by making use of a set of written expressions accurately, fluently and acceptably in the daily-life context in the forms of narrative , spoof and hortatory exposition.

According to the table above, some functional texts are taught to the students as authentic examples. Besides, some kinds of texts are also taught, namely narrative, spoof and hortatory exposition. The students have to understand the meaning, structural organization, and verbs which are used. The teacher use textbooks in teaching writing. However, the use of textbooks still could not gain the aim of the lesson. It happens because the textbooks used by the teacher is not appropriate with students need. They are not clear enough in explaining the materials and giving tasks instructions. That is why students feel confuse while

compose writing. Besides, they do not match with the characteristic of the students.

The other thing that should be has by the teacher is lesson plan. It is the planning or concept that is going to be implemented in the classroom. After having a lesson plan, a teacher must have a textbook as a tool which supports the quality of learning. One of the teaching material that usually used by the teacher is a textbook. Textbook means a book about particular subject and for preparation for students in teaching learning process.

Based on the researcher's experience in field teaching practice (PPL) at SMA Negeri 14 Medan Grade XI, It is found that there are still a lot of students who are not able to write appropriately, especially in writing Narrative text. Some problems arise when students asked to write. The first problem is the lacks of students' ability in compose a good writing. It takes big deals in teaching and learning process because it will determine the learning results. Besides, textbook which are used by teachers are not appropriate with students' needs. In the task of writing Narrative text, the students are not required to make a Narrative text but they required to read the existing passage and then divide them into paragraphs. The data as follow:

*Work in groups of four. Read this passage intensively. This is a part of the text in task 1 above. Divide them into parahraphs! (Better English Language skills, Page 119, Topic: Narrative; Legend and Myth)*

The data shows that the instruction is not appropriate in writing task. Thus, the students cannot compose a good narrative and cannot understand the materials

given well. Then, the teachers still find some difficulties in making their own teaching materials because of some factors.

Based on the preliminary data, it can be concluded that designing innovative materials can be chosen as the solution. Brown (1994) states that teachers need to supplement materials to promote motivation, which is one of the key factors in learning. The materials should be based on students' needs.

However, teachers have to use appropriate approach in order to reach the aim of the teaching and learning process. Applying Genre-Based Approach can be the solution for improving students' skills. Hammond and Derewianka (2001) define the Genre-Based Approach as the way to language and literacy education that combines an understanding of genre and genre teaching together. This approach provides stages and strategies to help students have better understanding about appropriate writing, and it will also give some examples of texts related to the Narrative genres. It gives clear explanations of genre that will be easier to be understood by students.

Based on the explanations above, developing learning materials will help both students and teachers in the teaching and learning process. Knowing the materials are really needed, the writer has motivation to do the research and is planned to develop writing materials in Narrative text based on Genre-Based Approach for Grade XI in SMA Negeri 14 Medan.

## **B. The Problem of the Study**

By seeing from the background, the problem of study can be formulated as follows: "How the English writing materials are developed appropriately for grade XI students of SMA NEGERI 14 Medan?"

### **C. The Objective of the Study**

As mentioned in the problem of the study, the objective of this study is to develop appropriate English writing materials for grade XI students of SMA Negeri 14 Medan.

### **D. The Scope of the Study**

The scope of this study is the students in the eleventh grade of SMA Negeri 14 Medan. This study focuses on developing writing materials based on Genre-Based Approach, especially in Narrative text.

### **E. The Significance of the Study**

The result of this study are expected not only to be the merely data aggregation but something more advantageous theoretically and practically. It can be described as follows:

Theoretically, the result of this study can be a reference for those who are interested in developing English writing materials.

Practically, the writer expects this study will be useful for:

1. The students; hopefully this study can improve their motivation in learning English and through this research the students can more practice in writing.
2. The teachers; the results of this research are expected to be one of the resources to inspire teachers of senior high schools in developing appropriate materials for their students in order to improve their English teaching and learning process.

- 
- 
3. The other researchers; this study is intended to be one of their reference to conduct a similar study but in different focus discussion.