

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a means of communication among people. It is a system of sound which is structured and is used to communicate people's feeling, intention, purpose, etc to others. It is a special characteristic of human or it can also be regarded as one of human criteria, because only human being able to speak a language. Nevertheless, the ability to speak a language should be developed in a social group. Harmer (2007:11) states that many people learn English because they think it will be useful in some ways for international communication, wish to learn to speak, read, listen, and write the language effectively for wherever and whenever things might useful for them.

English as an international language has already become one of the compulsory subjects for school in Indonesia. According to the curriculum, students have to achieve and master four language skills, they are : listening, reading, speaking, and writing.

As stated in Barnett (1992:17), writing is an expression of mental process it entails and as a means of communication. This view sees successful composition as an interaction between the writer, the text, and the reader (Osterholm 119). The reader/teacher thus becomes a facilitator rather than a judge, and the writer who cares to write better has as assistant in the demanding job of transferring ideas to paper to be interpreted by someone else. Looking at writing

as a process also implies understanding writing as a series of drafts and considering the endeavor of writing in its entirety: prewriting, writing, and rewriting (Rohman).

Writing also is the most difficult skill to develop by some students. People who write are expected to write correctly. But, in the real situations, the students are getting some problems in writing itself. In addition, writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements (Heaton 2001:135).

Teaching writing will require students to communicate their knowledge and thought to form of text. Therefore, to teach writing the students should be more interested in practicing writing. It is aimed to drill them to explore and organize their ideas into a good text. Some teachers in high school may not understand clearly about the appropriate process in teaching writing in order to lead the students to produce good writing. Teachers should ensure that their students are able to write effectively.

So, in teaching writing the teachers are expected to be able to create an interesting way to teach writing. They can implemen some strategies or methods to motivate and help the students to be more interested in writing for example it can be getting ideas and expressing their minds in writing easily. To express students' success, they need good writing skill, that is why teaching writing is something neccesary.

In teaching writing, there might be several variables that will affect the process of teaching writing. Gage(2009:47) states that the process of teaching writing can be influenced by presage and context variables. Mitzel (1960) as cited in Gage (2009: 43) states that presage variable consists of teacher personality and teachers' experience. The category of teacher personality consists of teacher's gender and age, while the teacher experience consists of teachers' knowledge about ways of teaching, and also teacher's achievement. The context variable has some characteristics such as the nation, region, community, school, and class in which teaching takes place. The community characteristic includes urban or rural; average income. The school characteristic includes resources for teaching, the student-teacher ratio. The class characteristic includes the student's socioeconomic backgrounds, cognitive abilities, ethnicities, previous school achievement, and the students' heterogeneity along these dimensions.

Because of the importance of English, the government of Indonesia puts English as a compulsory subject in schools and it becomes a subject which determines students in passing their school. English has been taught from primary school to senior high schools and also vocational school.

Vocational schools are designed to prepare the students to work right after they graduate. Referring to Law Number 20 Year 2003: vocational high school is a secondary school level of which the instruction process aims to equip students with the skills and knowledge of particular fields and prepare them to be able to work in particular fields and also to provide students with necessary knowledge

and skills in order for them to be able to continue their education based on their vocational study programs.

In secondary level, English teaching is applied on two conventions. The first is that English is taught as a foreign language which comprises in four language skills and two language components, known as General English. The second is that English is given to the students with specific ultimate goals to enable them to understand English in their field of study. This is known as English for Specific Purpose.

English for Specific Purposes (Hutchinson and Waters 1987:53) is an approach to language teaching which aims to unify the needs of particular learners. Before initiating a new language program, vital prefatory work in the form of information gathering must take place. This fact-finding stage needs analysis that provides answer for any program. This is an important principle that characterizes an ESP course.

Crokers as quoted by Utami (2015) recognizes that ESP courses are similar to language instruction in general, which puts more emphasis on language use. It is related to various problems in observation that the writer did in SMK Wirahusada Medan, the teaching process of English to the SMK is just the same as SMA.

Based on the writer's observation in SMK Wirahusada Medan, it was found that the writing ability of students in SMK Wirahusada Medan doesn't reach the basic competence of writing, and the teacher said that many students get the score below Minimal Competencess Criteria (Kriteria Ketuntasan Minimal) of English lesson for Vocational school. In other words, the teaching of English is not in line

with the government's rule about vocational high school. However, this simple observation can not be taken as empirical evidence of the teaching. The writer needs to do research to be a final empirical.

In relation to the explanation, the writer wants to conduct a research which will focus on the teaching writing process and also the variables that can be the reason why teacher conduct her teaching writing process as she does. From the theory, the writer can analyze how the way of the teacher in teaching writing to students is. So, other English teachers have more references about how to teach writing to students.

1.2 The Problems of the Study

Based on the background of the study, the problems are formulated as the following:

- 1) How is writing taught in SMK WIRAHUSADA?
- 2) Why does the teacher do it the way she does?

1.3 The Objectives of the Study

- 1) To investigate the process of teaching writing by teacher of SMK WIRAHUSADA MEDAN.
- 2) To identify the reasons underlying the process of teaching writing of SMK WIRAHUSADA MEDAN.

1.4 The Scope of the Study

The research focuses on how the teaching writing is taught for students in SMK WIRAHUSADA MEDAN.

1.5 The Significances of the Study

1) Theoretical Benefits

Theoretically, the research finding of the study will be expected to be useful for:

- a) Teacher : They will be more creative to create classroom interaction in teaching writing process. The teacher can develop the strategy or techniques of teaching writing. She/he should increase indirect –influence talk which includes acceptance of learners, teacher should encourage and criticized also reminded, in that way the interaction can be more effective. At least the other teachers can apply this teaching process in their own classroom.
- b) Students: they have more oppurtunities to practies their writing when they are in the classroom also outside.

2) Practical benefit

This research findings will hopefully contribute something useful to reader who wants to learn more about teaching writing process. These research finding can be used as a reference for the further research.