

CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the four essential language skills and the most challenging linguistic skills for English learners to achieve. Writing also one of the most useful skill to have when learning English, Spratt and friends (2005). Writing plays such a crucial role in learning a foreign language. It is also regarded as the most difficult language skill to learn compared to other language skills abilities. Students must organize their thoughts, foster them, and figure out how to sort out their considerations into great sentences, make their composing strong and intelligible, and so on.

Writing is used not only to express feelings and ideas but also to recall information and ideas and communicate with others. We use textual communication practically every day in today's world. Text messages, emails, blogs, and social media posts are just a few instances of how written language is employed in everyday life. Shokrpour and Fallahzadeh (2007) stated, writing is a complicated social action as well as a cognitive activity. It is a reflection of the writer's knowledge and communication abilities. Learning and developing writing skills is also tricky, especially when writing English as a foreign language. Students who have anxiety about writing, problems with writing, and low self-efficacy are found to experience severe problems during the writing process.

Therefore, there are many reasons to believe that the number of students struggling with writing was significantly higher than the number of students struggling with other skills.

Meanwhile, not only students but also teachers are facing problems in writing. Teachers are also challenging to teach, which is a long process and has an impact on student learning outcomes. Process of writing stated by Harmer (2004: 4) are planning, drafting, editing (editing and revising), and final version. Bell and Burnaby in Nunan (1989: 36) also state that writing is considered a complex activity, as authors need to control content, format, sentence structure, vocabulary, punctuation, spelling, and letters. Furthermore, the teachers keep teaching English using traditional strategies. The teacher only hopes to discover a solution to strengthen the students' writing skills to solve the students' problems. Even though teachers can utilize strategy in the teaching and learning process to make it easier for students to solve difficulties. On the other hand, teachers are still unaware of the value of teaching students the stages of writing because they are more concerned with the end product. As a result, students' writing abilities are lacking. Teachers should provide students with relevant learning materials as well as strategies to motivate and assist them in writing successfully.

Materials are the way to help students to solve their writing skills difficulties. Students will learn to write more effectively if they use appropriate materials. Teachers should generate relevant content employing strategies for students to motivate them to develop their writing skills during the process of teaching and learning. However, the materials that teachers use in the classroom are

not interesting for students. For instance, the teachers instruct students to read certain texts and react to questions rather than writing an essay. Students are unmotivated to write because they are bored with their schoolwork. As a result, it is the responsibility of the teacher to develop interesting resources.

The materials used in SMP Al-Hidayah Medan is in the textbook "*Buku Paket Bahasa Inggris*" entitled "When English Rings a Bell". The book has been analyzed by researchers for preliminary research. From the results of the analysis, the researcher found the shortcomings of the book, there were no additional materials such as using technology, or media that could help learning, the worksheets used were very monotonous and did not vary, and there were some materials in the textbooks that were not relevant to the 2013 curriculum syllabus.

The materials should be tailored to the students' needs and interests. Students benefit from materials that make it easy for them to understand the topic. However, the writing competence of seventh grade students of SMP AL - HIDAYAH Medan is relative low, where from 34 students only 48% students passed the "*Ketuntasan Belajar Minimal (KBM)*" score for KD 3.7 about descriptive text, which is 80 out of a scale of 100. Based on the preliminary research, the researcher found that many students have difficulties with their writing skills. To provide data for the pre-research, the researcher interviewed the English teacher and students of SMP AL - HIDAYAH Medan. The interview transcript will be discuss below:

To Teacher:

R: How is students' ability in writing?

T: The student's writing ability is low. Students struggle to develop their Ideas

and to develop their thoughts while writing a text, and students even often make mistakes because lack of vocabulary. Another issue is the usage of grammar. When it comes to grammar, they are confused. They are unable to compose a text in proper sentences.

R: What kind of materials that you used in teaching English writing?

T: I used textbook "*Buku Paket Bahasa Inggris*" suitable with K13 syllabus

R: What do you think about the descriptive text material in that book?

T: I think the material about descriptive text is complete, where there are explanation about descriptive text and worksheet that suitable to the material. But the material and worksheets in the book are very monotonous, therefore, I think the students feel bored and lack motivation in learning descriptive text.

R: What are the results of learning using the material in that book?

T: as I said before, I think the students feel bored and lack motivation in learning descriptive text. It can be seen from the writing competence of my students are relatively low, where from 34 students only 48% students passed the "Minimal Ketuntasan Belajar (KBM)" score for KD 3.7 about descriptive text, which is 80 out of a scale of 100.

R: Do you think learning using that book is maximum?

T: Not yet, I think students need additional material that is more interesting to support learning that focuses on writing English texts

In the interview that the researcher conducted for the students, the researcher also found the same statement as said by the teacher in the interview.

The statement will be discuss below:

To Student:

R: How is your ability in writing?

S: I have difficulty in writing lessons because I do not know a lot of English Vocabulary and it is also very difficult to find ideas in my mind to write in English. And the material given is not clear, because the teacher only orders us to do the exercises in the textbook.

R: Do you think learning by using that textbook is enough?

S: No, I think me and the other students need more interesting additional material.

From those statements, the researcher knows that teaching writing with strategy is a must. Teaching writing with a strategy is essential in making the writing class more successful, attractive, and enjoyable for the students to comprehend everything about writing, particularly when writing descriptive texts. English teacher of the seventh grade of SMP AL-HIDAYAH said, the students at seventh grade of SMP AL – HIDAYAH need more motivation in learning writing skills. Learning material based on traditional strategy didn't suit for students nowadays.

Based on the explanation above, the researcher takes the conclusion that an English Teacher must have an excellent strategy to bring the interest of students in writing with interesting material. One of the ways is designing English writing material based on fresh strategy. One of the fresh strategies to design writing English material is the C2P strategy (Collaborative, Creative, and Problem Solving). Collaborative writing stated by Hunzer (2012) means the community for student writers. Collaborative writing brings all of the wonderful aspects of creating a sense of community in the classroom. Creative writing as believed by Fitzgerald, and friends can improve students' writing skill achievement, creative writing can be encouraged and assisted through learning. And problem solving according to Made Wena (2000) means considered as a process to identify a combination of a number of rules that can be implemented in an effort to face new situation, by applying problem solving as a strategy in learning, it is believed that it may be used to solve difficulties. Tok and Kandemir (2015) stated, the study revealed that using creative writing activities improves students' English writing achievement. Besides

that, collaborative writing exercises have a good impact on students' writing abilities.

From the brief discussion about collaborative, creative and problem solving above, the researcher believes that combining collaborative, creative, and problem-solving strategies in writing English materials can improve students' writing skills. For the reasons above, the researcher was interested in developing writing materials and entitled this research “Developing English Writing Material Based on C2P Strategy (Collaborative, Creative, and Problem Solving) for students of the seventh grade of SMP AL - HIDAYAH.

B. Problems of The Study

Based on the background of the study, the problem of this research is formulated as “How English writing descriptive text material based on the C2P strategy for seventh-grade students be developed?”

C. The Objective of The Study

Based on the research statement, the objective of this research is to develop appropriate materials based on C2P strategy in the form of physical book as supporting learning for the seventh-grade students of SMP AL – HIDAYAH Medan.

D. The Scope of The Study

The scope of the research limited to fulfilling students' needs in developing writing materials based on the C2P strategy and the process of developing the materials for students of seventh grade of SMP AL – HIDAYAH. The material developed were the writing materials of descriptive text according to syllabus

revision edition 2016 of junior high school from 3.7 and 4.7 basic competencies included cognitive domain and psychomotor domain. The materials were consist of three topic, there were people, animals and things that will be linked with C2P Strategy.

E. The Significances of The Study

The significances of the study is divided into two parts. They are theoretically and practically. The description will be discussed below:

1. Theoretically

This research expect to enhance students' creativity in learning English, especially in developing writing skills and broaden grade seventh students' understanding of the teaching-learning process. Furthermore, students are more interested in studying English since their needs have been fulfilled, and this will certainly increase their motivation to improve their English Writing Skills.

2. Practically

a) Teacher

This study can be a reference and motivate teachers to develop writing teaching materials using strategies based on the needs of students. And also can be used as the additional source in teaching writing for Seventh Grade of SMP AL-HIDAYAH Medan.

b) The students

Students are expected to use these materials to improve their writing skills.

c) Other researchers

This research is expected to be useful and can be referenced by other researchers in the future.

