

CHAPTER I

INTRODUCTION

This chapter, the researcher explains about background of the study, statement of the problem, objectives of the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1. Background of the Study

Writing is the most complex skill. It requires the student's comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides to fill the minimum requirement of writing, the students are expected to present their whole ideas in the written form as writing is a means of communication. Writing is not only delivering ideas to others but also using a finishing touch to complete the writing process itself: thinking the ideas, preparing outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Writing is a process. It is often in the actual act of writing that we come to find out what we think and discover what we know. Because writing is a thinking process, writers must allow themselves time for their writing and thinking to evolve (Gaspar, 2011: 06).

According to Harmer (2007: 9), writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in

their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

Langan (1993: 12) states that writing is a skill like driving, typing, or preparing good meal. Like any skill, it can be learned – if you decide that you are going to learn and then really work at it.

In school, writing is a way of life. Without some ability to express yourself in writing, you do not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering subject matter. (Brown, 2007: 395)

According to Conley, the importance of writing proficiency in education extends far and wide. For instance, writing competence help determine eligibility for graduation and is pivotal in reaching decisions regarding grade retention and promotion in some states. (in Troia, 2009: 1). That statement shows writing skill is needed by students in this time or next time. In fact, the students are still disliking writing and not capable to make a good writing. The reason that they can not make a good writing is cause of poor vocabularies, difficulty in generating their idea, poor grammar, and soon.. When faced with writing task, most students will react with comment like, “ it’s so boring”. A teacher who does not try to see the real message behind these comment could

become discourage easily. Eventually, both the teacher and the students will “hate writing”.

To prevent this from happening the teacher should consider what student actually mean when they say “boring” and the possibility that students actually expressing their insecurity and lack of confidence in completing the writing task. The teacher who want to help the students get confidence in writing should try to use an appropriate approach, strategy, and method of teaching writing that is able to take students from insecurity to security.

Based on the pre-observation result, there are some problems in the writing class. The first problem is the student’s writing product is not comprehensible. It is because the content of writing’s composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are poor organized. The second problem, there are many errors in grammar, spelling and vocabulary. Another problem is low of creativity to combine some words that can simulate creativity work. Several students are bored as long as the writing activitis is not interesting. Therefore, the student’s writing skill did not develop maximally.

Based on the problems above, the reseacher offer the solution to overcome the problems. The researcher determines to use one of the teaching writing method. The method used is Interactive Writing Method.

McCarrier describes interactive Writing Method is a writing method that enables teachers and students to collaborate ideas, hear sounds in words, and implement conventions of writing in order to compose a written piece by

sharing the pen throughout the proces. (in Rachele, 2013: 10). Based on these assumptions, the researcher believes that student can be better at being creative if they understand how Interactive writing method work.

Interactive writing provides a means for teachers to engage in effective literacy instruction, not through isolated skills lessons, but within the framework of constructing texts filled with personal and collective meaning. (Button, 1996: 454).

Interactive writing is a cooperative event in which teacher and students, or among students jointly compose and write text . The teacher uses the interactive session to model reading and writing strategies as he or she engages students in creating text.

Related to the explanation above, and in order to solve the mentioned problem, the researcher would like to conduct a study on writing skill by using Interactive Writing Method to improve students' writing skill in the seventh grade of SMP Ma'arif 5 Ponorogo in 2015/2016 academic year.

1.2. Statement of Problem

In line with the background of the study a research problem is formulated as follows: “How can the use of Interactive Witing Method improve the students' writing skill in the seventh grade of SMP Ma'arif 5 Ponorogo in 2015/2016 academic year?”

1.3. Objectives of the Study

The objective of this study to know how the use of Interactive Writing Method can improve students' writing skill at the seventh grade of SMP Ma'arif 5 Ponorogo in 2015/2016 academic year.

1.4. Scope and Limitation of the Study

Scope : There are some methods in teaching writing skill such as brainstorming, true false, prediction guide, mind-mapping, synectic, chain writing, four-square, interactive writing method, etc.

Limitation : In this research, the researcher decided to apply the interactive writing method in teaching writing skill.

1.5 Significance of the Study

This study is hoped can give some positive contributions to the English language learning context and will be beneficial for :

Students

The result of this study may help the students improve their writing ability.

Besides, it may help them avoid their boredom in learning

Teachers

Every teacher can apply Interactive Writing as method to improve students' writing ability. They can create learning become more interesting by using the interactive writing method.

School

It will make the right decision to support teaching and learning process. By using interactive writing method in learning English, especially writing, it can improve the achievement of school.

Readers

They will get more information and experience from this research.

1.6 Definition of Key Terms

Writing : Writing is a process. It is often in the actual act of writing that we come to find out what we think and discover what we know. Because writing is a thinking process, writers must allow themselves time for their writing and thinking to evolve (Gaspar, 2011: 06).

Interactive Writing Method : a writing method that enables teachers and students to collaborate ideas, hear sounds in

words, and implement conventions of writing in order to compose a written piece by sharing the pen throughout the process. (Rachele, 2013: 10).

