

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problems, objectives of the study, hypothesis, assumption, scope and limitation of study, significance of the study, and definition of key terms.

1.1 Background of Study

Today, the language is very important in communicate. With language we can interact with other people with language skills that we have. One of the languages that will be analyzed by the authors is the English language as well as an international language. In this case, the English language has four aspects that must be mastered, namely listening, reading, speaking, and writing.

Many countries that use English as the language used in everyday life in the country. In Indonesia themselves, the English language has only a few enthusiasts only. Because English is a difficult language to understand and learn.

For students, English language are not too aware of its existence. Even many schools that initially put English as the language of teaching and learning activities, gradually will change again using Indonesian. Even for people who usually work in typing frequented by students who are lazy to do the work because of the English language must be careful in typing one by one the words used.

Typically the task in class, the majority of students would rather be grouped with other friends and sharing tasks between students with each other.

English language especially if the task is to write the language, many students are still not able to write English well.

In these conditions, the authors believe that writing is hard work to be able to make good writing English. The purpose of this study is to investigate how students learn the use of group techniques could write better in a way that students learn to use the non-group techniques.

In English, there are instructional texts taught in junior high school, among others, text narrative, recount text, procedure text, text reports, and descriptive text. This thesis is focused on becoming one of the procedures taught in Junior High School 2 Gempol particular class IX students. by Echols (1996:450) procedure is a way. So the text is the text that contains the procedure how to make something. The students typically make text procedure regardless of the general structure that should exist such purpose, materials, and steps. so that they make the text procedure is not optimal.

Ultimately based on experiments and observations made by the author, the author chose SMP Negeri 2 Gempol as observation points coincide with the schedule for PPL. I chose this school as well as the majority of students are very lazy and do not like learning English, especially writing. to solve this problem, the authors chose the title "TEACHING WRITING PROCEDURE TEXT USING GROUPING TECHNIQUE IN CLASS IX-A SMP NEGERI 2 GEMPOL ACADEMIC YEAR 2013-2014"

1.2 Statement of problem

In accordance with the background of the study, the problem can be formulated as follows:

1.2.1 How does the implementation of group discussion in teaching writing?

1.2.2 how does group discussion technique improve students ability in writing procedure text?

1.3 The Objective of the Study

In line with the problem of the study, this study aims to measure :

1.3.1 To describe the implementation of group discussion technique in teaching writing

1.3.2 To describe how group discussion technique improve students's ability in writing texts

1.4 Scope and Limitation of the Study

Authors have restrictions on the issue of students' writing abilities. Many students who have not mastered vocabulary. The current authors chose IX-A to be studied as a student writing skills. There are many kinds of texts that are taught junior high school level, the author is more interested in the procedure text as a text that will be tested on IX-A student at SMP Negeri 2 Gempol. The results will be known when writing text using a technique of group and non-group.

1.5 Significance of Study

This study has significance for teachers who teach English. First, this study shows how students' skills in writing procedure text. Second, the final result of this study may indicate and distinguish students' ability to write with a technique of group discussion or individual.

1.6 Hypothesis

Based on the research problem, the hypothesis of the research is “The skill in writing comprehension of the students in SMP NEGERI 2 Gempol grade 9 in Gempol taught by individual strategy have better writing achievement than those taught by group discussion strategy of teaching procedure text”

1.7 Assumption

There searcher believes that ability of the students in writing comprehension affected by using grouping strategy is better than those taught by individual strategy in teaching learning process

1.8 The Definition of Key Term

Writing

1.7.1 Writing is an activity of expressing ideas, ideas, events, or thoughts into Written form(John ;1967:221)

1.7.2 Writing is defined not in terms of concrete. Tangible forms, but in terms of principles and standards(Court in Law 1960:83)

1.7.3 Written text has a number of convention of separate it out from speaking. The point here is writing cover issues from letter, and text information, manifested by handwriting, spelling, and layout and punctuation (Harmer 2001:255)

From the definition above, writing is very important for students in learning process, to increase their ability in learning English

Procedure text

1.7.4 Echols (1996:450) that the procedure is a way. So the procedure text is the text that shows how to make something.

1.7.5 Procedure text is the text tells how something was made or done in time order and with accuracy (Julian :2001)