# BAB I

# INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research, and significance of the research.

## A. Background of the Research

Writing is one of the four skills in learning English, which has to be learned and mastered by students. It is one of language skills that trigger students to be active and creative in expressing ideas in the form of writing. Students are not only able to master reading, speaking, and listening, but also writing. With their ability, they can express their idea in writing form to produce sentence and develop into paragraph and text. Writing is still considered a difficult activity for students to put what they are thinking and put them on the paper; because there are steps or process that support the writing, such as prewriting, drafting, revising, and publishing.

Writing is important to learn, because if students can express themselves in writing, they are easy to communicate well with people, meanwhile in higher education such as lectures and professors. From writing Students can be a good reader, writer, and critical. So students have to learn and master this skill, students will be helped by models of teaching and learning writing that applied from the teacher.

Many models of teaching and learning writing in Indonesia that applied by schools, university, and teachers since a long time ago. At beginning, curriculum of English as Foreign Language did not provide any formal instructions on how to teach writing to students, they just provide a topic for students to write without giving any guidance on paragraph organization or style of writing. There were no drafting activities for the writing, so the teacher would directly give score to the students' writing without revision.

School based learning (SBL) released in 2006 as the regulation from ministry of national education in Indonesia No. 22 and 23, which required students to able to write in various kinds

of text. Looking back to the various curriculum in 2004 which is called competency based curriculum (CBC), that content of teaching and learning writing activities are "mostly on arranging or fitting, sentences, paragraphs. Next curriculum is called by School Level Curriculum (KTSP), which is more authentic and relevant for the students as well as fulfilling demands, challenges, and needs in every context. Unlike the previous curriculum, the latest curriculum which is Curriculum 2013 that grammar is not emphasized too much but tends to be more focused on the spontaneity of communication in Indonesia. At the present time, the teacher is encouraged to use various models of teaching writing methods to enable the students to improve their writing skill, such as modeling of the writing process, flipped classroom model, brainstorming model, brain writing, roundtable, brown, imagination, description, the use of mind mapping, the use of photographs, picture series etc.

From the using model of teaching and learning writing by teachers, they still look for the best model to improve students writing, because the students' result of writing still low, start from content that topic and ideas are not relevant, organization; although there is orientation but in body of writing, a bit ideas or not elaborate and sometimes there is no conclusion, grammar; student still difficult to use what tenses that they use to writing the text, example recount text they use simple present tense, vocabulary; a paragraph doesn't show the usage of words correctly, and mechanics; spelling, punctuation, an capitalization still a bit correctly.

Teaching and learning writing at Khairun University especially at English language education study program has five levels such as writing one, writing two, writing three, writing four, and advanced writing. Each level has its own material; such as writing one focuses on process of writing, a bit of part kinds of text such as descriptive, recount, narrative, procedure, and discussion text, writing two focuses on intensive writing, kinds of text (explanation, news item, and review text), writing three focuses on news writing, kinds of writing (analytical exposition and hortatory exposition), writing IV focuses on writing proposal, and advanced

writing also focuses on how to write proposal (Chapter one introduction, chapter two literature review, chapter three research method). From five levels above, there are thirteen texts in English that should be mastered by students; those are narrative, recount, report, descriptive, analytical exposition, hortatory exposition, procedure, news item, spoof, discussion, explanation, review, and anecdote text.

From texts above, students still difficulties in writing that texts, because every text has different forms such as generic structures, language features, and also should have criteria that support the text. This research would like to know what genre of writing that students tend to write and what the result of students writing.

*The reasons above have inspired the researcher to conduct a study entitled "Exploring Students' Writing at English Language Education Study Program of Khairun University".*

### B. Scope of the Research

This research is conducted to investigate and analyze genre of writing that students tend to write and students' writing performances in terms content, organization, vocabulary, language use, and mechanic.

### C. Statements of the Problem

Based on the background above, statements of the problems can be formulated as follows:

1. What is the genre of writing that students tend to write?

2. What are the results of the students' writing performance in terms content, organization, vocabulary, language use, and mechanic?

### D. Objective of the Research

Based on the statements of the problem above, objectives of this research, they are:

1. To analyze students' writing in genre of writing.

2. To know the results of students writing in terms content, organization, vocabulary, language use, and mechanics.

## D. Significance of the Research

This section discusses two main idea regarding theoretical significance and practical significance.

### 1. Theoretical Significance

The results of this research are expected to contribute to the existing body of knowledge concerning the theories of writing and genre of writing.

### 2. Practical Significance

It is expected that the result of benefit in this research to be useful for teachers, lectures, students, and readers to add their knowledge and understanding about genre of writing that student tend to write and the result of students writing. Furthermore, it can also be used as references for prospective researchers to conduct research related exploring students' writing.