

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skill in Junior High School should be learned based on genres. (KTSP, 2006). The genres which should be taught in Junior High School are procedure, descriptive, recount, and narrative. The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. (Heaton,1988:135). For those reasons, as English teachers they should provide materials that are appropriate with the curriculum and find suitable method or strategy in teaching learning process to enable the students to master those language skills. Furthermore, in order to make English teaching successful, we have to consider some factors such as the quality of teachers, students, etc.

Harmer (2008:327) state genre represents the norms of different kind of writing. In this approach, students are introduced to some genres through the model of reading texts where they are explicitly taught about the social function, the generic structure and the language features of the genres.

At the school, ideally on English writing, teachers train the students to think, develop their idea, send their idea, and write their idea as systematically and grammatically by viewing the components of writing such as contents, organization, vocabulary, language use, and mechanics, which are call writing process. But, many teachers less understand about their function on English writing subject. 2 Based on the preliminary research have

been conducted in Junior High School 1 Sintogaat August 7-8 th2017, the researcher found some phenomena could be identified: *First*, many students have problems in English subject especially in writing as focus on this research.

Table 1.1
Students' Mean Score on Writing Test in Junior High School Sintoga

Grade	Total Students	Mean Score of Writing Components					Mean of Students Writing Score
		C	O	V	L.U	M	
IX.I	30	18,91	12,94	12,25	14,57	2,48	62,02

Source: Student's Score of Writing Test at class IX-1 of Junior High School 1 Sintoga

The score indicate that most students cannot reach Minimum Achievement Criteria (MAC) yet specify by school that is 75. The teachers have measure the students' test based on skill in English subject. Teachers do not know evaluate student learning outcomes in English subject based on components of skill, especially on writing. This research focus on writing skill and analyzes it based on components of writing. The teacher must know about components that include on each skill, because it will help the teacher to give score for their students and as guiding to check about students' level on each skill. Based on the table above indicate teachers do not know how to give score the students writing. In addition, this research also focused on genre texts and analyze it based on generic structure of genre texts.

Based on the fact above, the researcher is interest to conduct a research under the title of: “The Students’ Writing Skill on Genre Texts at Class IX of Junior High School 1 Sintoga. “

B. Focus of the Study

This study was focused on analyzing of student’s writing skill on genre texts of Junior High School 1 Sintoga. There are five components of writing based on jacob scale: content, organization, vocabulary, language use, and mechanic. Those components will be analyzed on students writing skill.

C. Formulation of the Problem

Based on the identification of the problem above, research question are written as follow:

1. What component of writing skill that has been mastered mostly by students of class IX at Junior High School 1 Sintoga?
2. What generic structure on descriptive text is not mastered mostly by students of class IX at Junior High School1 Sintoga?
3. What type of texts is that mostly mastered by students of class IX at Junior High School 1 Sintoga ?

D. Purpose of the Research

1. To describe component of writing skill that has master by students of class IX in writing a genre text at Junior High School 1 Sintoga.
2. To describe type of genre texts (recount, descriptive, and narrative) that has master by students of class IX at Junior High School 1 Sintoga.

3. To describe generic structure is mostly master by students of class IX at Junior High School 1 Sintoga.

The purpose of the research is to find out and to describe the students writing skill on descriptive, recount, and narrative text related to organization, content, vocabulary, language use, mechanics, and generic structure at class IX of Junior High School 1 Sintoga.

E. Significance of the Research

This study is expect to describe the students" writing skill on descriptive, recount, and narrative text. The teacher can pay attention to the students" weakness in order to help them to be good writers. The teacher also can find some solution for the students" problems in writing the text. Moreover, the teacher will know which part that is difficult for the students so that the teacher can evaluate their teaching in order to improve the students' skill.

F. Definition of Key Terms

Analysis : a method of studying the nature of something or of determining its essential features and their relations (Richard, 1985: 96)

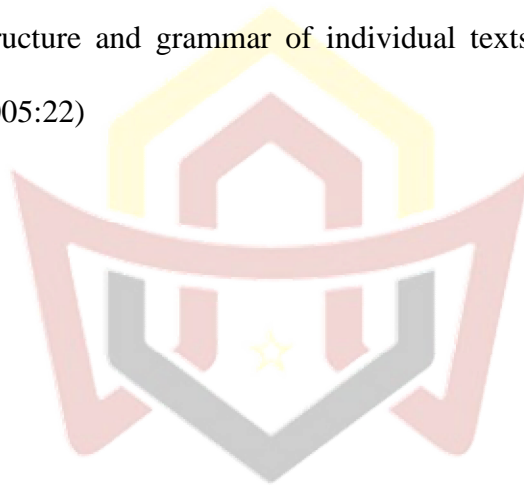
Writing Skill: Mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader (Harmer, 2007:88).

Genre: First, genre is an organizing concept for our cultural practices; second, any field of genres constitutes a network of contrasts according to a

variety of parameters; third, genre is place occasion, function, behavior and interactional structures: it is very rarely useful to think of it as a kind of „text“. (Freadman in Peter and Megan, 2005:29)

Text: a system of communication is organized as cohesive units. (Peter and Megan, 2005:29)

Genre Text: Texts are produced in, and determined by, social contexts, so that it is possible to identify the determining social elements in the structure and grammar of individual texts. (Peter and Megan, 2005:22)



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