CHAPTER I

1

**INTRODUCTION**

1. **Background**

As an English teacher in junior high school, the researcher has noticed that the subject in school that students’ struggle with most is writing. Writing is the fourth skill that the researcher has to do after listening, speaking, and reading. For junior high school especially in eighth grade, the students have to learn writing skill based on standard of competences and basic competences in 2006 Curriculum. Both of them have to explore in numerous indicators that the teachers have to compose on their lesson plans. Then, the teachers divide each indicator into some objectives of learning. Finally, material development can be done through the learning objectives to reach the mastery learning. The scores of mastery learning are established by material analysis which is named Mastery Learning Criterion (MLC). MLC is composed by the teachers at the beginning of each academic year.

English language learning process on the 2006 curriculum is based on genre or texts. The skills of listening, speaking, reading, and writing are absolutely integrated in the texts. These skills are achieved by several competences approach because the competence approach is general purposes of 2006 curriculum. Mulyasa (2007:9) states that 2006 curriculum uses competences approach and minimal capability which must be mastered by the students for all grades in the end of academic year that it is well-defined explicitly (*KTSP menggunakan pendekatan kompetensi dan kemampuan minimal*  *yang harus dicapai oleh peserta didik pada setiap tingkatan kelas dan pada akhir*  *satuan pendidikan dirumuskan secara eksplisit*).

The writing skill is taught in every semester. The standards of competence (SoC) of writing in eighth grade are number 6 and 12. They are “*6.*  *Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana*  *berbentuk prosedur dan repor untuk berinteraksi dalam kehidupan sehari-hari”* and ”12. *Mengungkapkan makna dalam teks tulis fungsional dan esai pendek*  *sederhana berbentuk naratif dan repor untuk berinteraksi dalam konteks*  *kehidupan sehari- hari*”. Both of them have four basic competences (BC). Each SoC has two BCes. They are 6.1, 6.2, 12.1, and 12.2. Then, BCes which are hard to reach MLC minimum score in writing skill is “*6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari dalam teks berbentuk prosedur dan laporan.*” (SI Permen No. 22 2006). This is the area that produced some of the lowest scores of all areas of SMPN 1 Kahu’s students testing in this past year. This basic competence’s MLC should 70 score for the eighth grade in 2013/2014 that the students have to reach. In reality, the results of students’ mastery learning of these BCes are generally lower level than 70 score. The main problems that the students meet for these BCes are about the Generic Structure of Procedure Text which are goal (title), materials, and step writing.

The English teachers of SMPN 1 Kahu are also only executed their writing learning process according to conventional strategy. In fact, the results of learning processes are extremely lower than MLC criterion which has recorded in School-Level Curriculum of SMPN 1 Kahu Bone in academic year 2013/2014. The English teachers of SMPN 1 Kahu have witnessed discouragement and negative attitudes towards writing in many students as they struggled to get their thoughts down on worksheet. They decided to explore ways to help students learn to write better about the generic structure of procedure text which are goal (title), materials, and step writing. Moreover, they have to apply new ways of strategy, approach, or technique to reach MLC of the BCes above.

In regard to the description above, the researcher attempts to teach about the generic structure of procedure text which are goal (title), materials, and step writing through Seven-Phase Strategy. The appropriate grade for this topic is the eighth grade because in the second semester, there is appropriate with basic competence of procedure text writing. For procedure text, it is very good to use Seven-Phase Strategy for exploring the learning process in or out of the classroom in order to write well about the generic structure of procedure text which is goal (title), materials, and step.

1. **Problem Statement**

Based on the background above, the research questions were formulated as in the following:

1. Are there any effects on procedure text writing achievement between the use of Seven-Phase Strategy rather than non-Seven-Phase Strategy of the eighth grade students of SMPN 1 Kahu Bone?
2. Do the eighth grade students of SMPN 1 Kahu Bone have good results by the use of Seven-Phase Strategy about the generic structure of procedure text which are goal (title), materials, and step writing rather than non-Seven-Phase Strategy?
3. **Objective of the Research**

In relation the problem statement stated above, this research is going to find out whether or not:

1. The Seven-Phase Strategy gave effect to procedure text writing rather than non-Seven-Phase Strategy of the eighth grade students of SMPN 1 Kahu Bone.
2. The eighth grade students of SMPN 1 Kahu Bone have good results toward the use of Seven-Phase Strategy rather than non-Seven-Phase Strategy about the generic structure of procedure text which are goal (title), materials, and step writing.
3. **The Significant of the Research**

In general, the findings of the research are expected to be useful for the improvement of students” writing about the generic structure of procedure text which are goal (title), materials, and step. The result of the research was expected to be meaningful information for teaching and learning English at SMPN 1 Kahu of Bone regency about the effect of using Seven-Phase Strategy in teaching procedure text writing.

1. **Scope of the Research**

It was specified on the implementation of Seven-Phase Strategy as a way of improving students’ skill in procedure text writing which will refer to 2006 Curriculum that consisted of how to write procedure text. Besides, it was also intended to help teacher teach about goal (title), Materials, and step of procedure text’s generic structure in that later on students can easily produce acceptable passages.

The researcher restricted its scope to write about the generic structure of procedure text which are goal (title), materials, and step writing by applying Seven-Phase Strategy in teaching and learning process of the eight grade of SMPN 1 Kahu Bone. The steps of Seven-Phase Strategy were: the first contains *atmosphere* and *background,* the second contains *character transformation* and *do*, the third contains *effect* and *feel*, and the *great* means is the excellent effect and result after treatment.

The quality of writing was to be emphasized the generic structure of procedure text which are goal (title), materials, and step. The kinds of writing ability to be evaluated were producing a piece of procedure text writing.