

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning a language, especially English, is not only learning to listen, read, and speak but also to write. However, the fact shows that teaching students how to write is not an easy job; moreover, teaching writing to SMA students. It can be a source of frustration to both students and teachers. Students often do not know how to write or how to begin, mainly because they have difficulty in getting ideas. While English teachers consider teaching writing as a tiring job because they have to correct a lot of papers full of grammatical mistakes. And the organization of the ideas are not in a chronological order.

According to Nida (in William E. Norris, 1971:6) :
" listening, speaking, reading then writing constitute the fundamental order in language learning ". The scientifically valid procedure in language learning involves listening first, to be followed by speaking, then comes reading and finally the writing of the language. We can see that the four language skills are

related to each other. In Indonesia the order of learning a foreign language (in this case English) is reading first, followed by listening, writing and finally by speaking. From those statements, it can be concluded that the writing skill also requires as much attention as the reading skill in learning a language as a foreign language, though the order is not the same as we learn our first language. To Chastain, writing is important in learning a second or foreign language for it also helps to solidify the students' grasp of vocabulary and structure and complements the other language skill (Chastain, 1976:363-364).

According to Finocchiaro (1973:130) : " writing is a written thinking, which means students should be encouraged to express their ideas, experiences, thoughts, and feelings ". To help students to be able to express their ideas, interest and feelings in English in their limited English vocabularies and structures, students need an example of writing as a guide or model. As White (1981:6) has pointed:

"Even when writing in our language we often need to refer to a model for guidance. The model may be models in actual instance of the type of writing we have to produce, or it may be a model in a manual. The use of a model is a natural, respectable and sensible thing to do, and even more essential when one is working in a foreign language ".

Therefore, the student should be presented with a model, which may be used as a reading comprehension text (white,1981:6). The reading skill is considered to be the receptive skill from which the students can get a lot of information and improve their grammar, writing etc.

Based on the reasons above, reading comprehension passages could be used in teaching writing to SMA students for the structure of reading can help students to grasp the idea, pattern of sentences, grammar and vocabularies. Besides, students will be excited to be able to write without being confused anymore of what they have to write .

1.2 Statement of the Problem

This study is taken to shed light on the question dealing with the importance of reading comprehension passages in helping students to get ideas for making a composition. Efforts are directed to find the answers to the question: How can reading comprehension passages be applied to teach writing ?

1.3 The Objective of the Study

In this study, the writer tries to present ideas of how reading comprehension passages can be applied to teaching writing.

1.4 The Significance of the Study

This study is expected to give some valuable contributions to teachers of English to teach SMA students the writing skill through reading comprehension passages. It is hoped that it will help the teachers to make the writing class more interesting and help the students to overcome their difficulties. As a result, they can lead students to achieve one of the aims of learning English as a foreign language. This study can be used as a variation in the teaching-learning process.

1.5 Limitation and Scope

In fact, the technique proposed can be applied at any level; the differences is only in difficulty of students' level of proficiency. Due to the limited time the writer has, however, the technique discussed in this study is focussed for the Senior High School students, particularly the third-year students. Since the subject of this study is the third year students of senior high school; therefore, the reading material discussed are those related with narration, and description, to be presented to them.

1.6 Definition of Key Terms

To avoid misinterpretation and misunderstanding, it is necessary to define the following key terms :

1.6.1 model :

an actual instance of the type of writing as reading passage. (White,1981:6)

1.6.2 writing :

Writing is a purposeful selection and organization of experience. By "experience" is meant all thoughts, facts, opinions, or ideas. How clear the purpose and how relevant and well organized the facts are determine the effectiveness of the writing. (Arapoff:1970)

1.6.3 teaching :

Teaching is showing or helping something, giving instructions with knowledge, causing to know or understand. (Brown,1980:7)

1.6.4 reading :

Reading is a conceptual process; a tool for learning and thinking that can take place of first hand experience. (Gibson and De Stefano,1982:7)

1.6.5 comprehension :

Comprehension of a text is a complex process by which a reader tries to reconstruct a message encoded in graphic language by the writer. (Johnson,1983:46)

1.6.6 passage :

means short extract from a speech or piece of writing. (Hornby,1974:612)

1.6.7 controlled composition :

Controlled composition is a composition where by certain controls, students are helped to produce a controlled composition according to the model. (Celland,1979:3)

1.6.8 semi-controlled composition :

Semi-Controlled composition is a composition where the model passage serves to suggest content and ideas but with little structural control. (Celland,1979:3)

1.6.9 free composition :

Free Composition is a composition where the model passage serves as stimulation or motivation to the students to write their composition using their own words as far as possible.

1.7 Methodology

This study is a library research while the subject of it is writing. To obtain the necessary information, the writer has read some books, articles and papers about the theories of writing through reading comprehension

passages, and some other related theories.

1.8 The Organization of the Study

This study consists of five chapters. In Chapter One the writer presents the introduction of the study. Chapter Two concerns the theoretical background which supports this study and Chapter Three talks about reading as a model for teaching writing. In Chapter Four the writer discusses the procedure of proposed models for teaching writing through reading comprehension passages. Finally, in Chapter Five the writer gives her conclusion and suggestions for this study.