

## CHAPTER I

### INTRODUCTION

#### A. Background of The Research

Writing is fundamental to effective communication. This is particularly so in an era in which e-mail and other word processed document are the norm rather than the exception in a work place. Currently, all aspects of modern life such as government, education, industry, commerce, healthcare, and etc. depend not only on oral interaction but on written communication.

Many teachers think that learning to write is primarily a question of grammar. They first think of teaching proper sentence construction, appropriate use of tenses, and punctuation. It is true that grammar is an important component of teaching writing. But teaching them about writing process is more valuable. When a writing process is used to teach writing, students begin to understand writing as a form of communication. Furthermore, writing helps students recognize that they have opinions, ideas, and thoughts.

But nowadays the fact in the field, teachers tend to ask the students to produce a piece of written product for evaluation without telling them the process, i.e. generating ideas, drafting their paragraphs, and checking their writing individually or in groups. This kind of writing doesn't replicate real-life writing. It is not good for the development of their students because they didn't know the process itself. According to Harmer (2004: 41), when helping students to become better writers, teachers have a number of crucial task to perform before, during, and

after students writing. They are, demonstrating, motivating and provoking, supporting, responding and evaluating. Beside those, perception about writing also important.

Noe (2004) said that perception has a relationship to our actions and practices. It means that teachers' and students' belief about writing and writing practices can influence their teaching and learning of this skills. If English teachers give less attention to writing due to their perception that writing is less important and that teaching writing is difficult task, this can affect their teaching and students' performance in writing skill. They should think that writing is important in the teaching and learning process, so that they can teach their students in the right way.

In Jimma University, the instructors have observed that students have critical EFL writing problems. Students' poor experience of writing in high school could be the main factor for their poor writing performance (Ferede, 2012) This means, partly, teachers at high school level may not teach writing at all or may give the skill little attention, and they have negative perception in writing. In relation to this, Alamrew's (2005) study also indicates that students do not learn writing effectively because English teachers do not give attention to writing lessons.

Because of those facts and explanation above, the researcher is interested to conduct a research on "Students' Perceptions of Academic Writing in Senior High Schools" in Purwokerto.

## **B. Reasons of Choosing The Topic**

Knowing students' perceptions in academic writing is very important because we can know their perception about writing and could help the teacher to improve their teaching technique in writing class. Based on writer' experience during PPL program in private Senior High School in Purwokerto, the writer found that there is one teacher who tend to gave straight instructions to the students to make some paragraph. Even, one day, he just come to the class, giving the task to the students and then he go out. As the result, students felt confuse and they will copy paste from the internet. Thus, trough this research, the writer want to know whether it is also happen in the other Senior High Schools or not especially in state Senior High Schools

## **C. Problems of The Research**

Based on the identification of the problems the writer formulates the research problems as follows.

1. How do students perceive writing in English?
2. How do students communicate with the others in writing?
3. What are students' perceptions toward academic writing in Senior High Schools?

## **D. Objectives of The Research**

The objectives of this research were to find out:

1. how do the students perceive writing in English.

2. how do students communicate with the other in writing.
3. the perception of students toward academic writing in Senior High Schools.

## **E. Contributions of The Research**

This research can be useful for:

### **1. English teacher**

Through this research, teacher know their students perception of the academic writing. So, they can improve their teaching strategies in the class so that students can understand the material well and can enjoy during writing class.

### **2. The students**

Through this research, students can know about their perception in academic writing. And also this research can motivate the students especially about the importance of writing.

## **F. Clarifications of Terms**

The title of this study is Students' Perception of the Teaching of Writing in Senior High Schools. The terms which are stated in the title above need to be defined in order to get some insight or perception of the key terms. The clarification terms used in this research are explain as follows.

### **1. Perception**

Perception refers to the sorting out, interpretation, analysis and integration of the stimuli involving our sense organs and brain, and our behavior is essentially

a reflection of how we react to and interpret stimuli from the world around us (Richardson 1996; Smith 2001).

Perception is a process of human thinking about certain phenomenon. People's perception about something is important. People will act based on their perception about something. In this case, students' perception about writing and writing practices can influence their ability in learning writing skill.

## 2. Writing

Writing is a form of communication to deliver throughout or to express feeling through written form (Harmer: 2001:79).

Based on the explanation above, it can be concluded that writing is an ability to product language that comes from our thought. Trough writing we can share our ideas, feeling, or anything that exist in our mind.