

CHAPTER I

INTRODUCTION

A. Background of Study

In modern era, English becomes important thing for human to communication. English have four skills that have's student capability in teaching-learning process. Skill in language consists of: listening, reading, speaking, and writing. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which is the department of English Education. Learning English, The student Muhammadiyah University of Surakarta especially at writing subject in first semester should learn writing skill. Nunan (2003: 88) states that writing skill is the specific ability to help the writers put the thoughts into words in meaningful form and to mentally interact with the message.

In teaching learning process Muhammadiyah University of Surakarta (UMS) different from high school. In school the teacher is more dominating in the activity of learning while university students are required to be active in the learning process.

Learning is a process of interaction with educators and learners learning resources in learning environment. In the context of education, lecturer teaches the students to become master the subject content, to achieve a specified objective (cognitive), can also affect the change in attitude (affective), and skills (psychomotor) of a learner.

The quality of learning depends on learner motivation and creativity of teachers. Learning is supported by highly motivated teachers who are able to facilitate the motivation to carry on the successful achievement of learning targets. Learning targets can be measured through changes in attitudes and abilities of students through the learning process. good instructional design, supported by adequate facilities, coupled with the creativity of teachers will make students more likely to reach the target of learning.

The instructional design of teaching writing in university and the senior high school is very different. This problem is make analyse the activity of the the general design and specific objectives of the method for teaching writing. In teaching learning process, a teacher needs a framework to the lesson. A framework in teaching-learning process teacher need to prepare, such as: learning objective, syllabus, material use, procedure, classroom techniques, teacher's role, student's role, assessment model and media used.

Instructional Design according to Richard and Rogers (2001: 28) argues that is the framework which the teacher takes the planned learning and teaching action to a lesson. Instructional Design is a particular set of elements in teaching-learning which should be prepared to reach the efforts of learning. Based on definition above, The writer concludes that an Instructional Design is a systematic process, effective, and efficient to create system of instructional which use to solve learning problem or to develop

learners performance through process of activity identifying problem, development and evaluation.

The purpose of teaching-learning process is interaction between teacher and student in learning. Teaching is the process an action of the teacher in teaching learning process. According to Harmer (1998:31) states that teaching is defined as the way that learning happens and the process of transferring the knowledge. Teaching is the process of transferring knowledge and skill to the students.

Writing skills is one of the four language skills that have the important thing for the improving student ability. Writing is part of language skills that needs good capability. Brown (2000: 335) states that there are some traditional criteria of good writing supposed to “ (1) meet both standards of prescribed english rhetorical style, (2) reflect accurate grammar, (3) be organized in conformity with what the audience would consider to be conventional “. Writing can describe language someone, because with writing we can see what composing words into sentences that went into a paragraph. So writing closely related to the ability mastery vocabulary and grammatical.

Writing skills include productive or produce other than speaking skills. The student should attend the vocabulary and grammatically. Not only for improving student ability, but also writing is one of them media to communication. Writing is the skill that must be possession in our life. Nunan (1999:) states that the main procedure of the product approach teaching

writing involve imitating, copying, and transforming models provided by the teacher and emphasizing the error free final product.

Writing is not easy to do especially for the beginners. The student feel difficulty when they become first english writing. it is caused of almost every student does not have experience about writing. It is make them confused determine the word that will be choice to make good paragraph. Leki (1996: 173) states that the main purpose of the learners' writing activity is to catch grammar, spelling, and punctuation error. Student will get good marks if the texts are free from errors or have only just very few errors. Consequently, then, the students write very cautiously in their second language. Therefore, they often avoid writing they cannot control. Then because writing english is the second language after first language is Indonesia language. It is one of them cases that student's have.

To study english, students must learn four skill, There are namely speaking, reading, listening and writing. Writing skill is the most difficult skill for the student. According to Murcia (2002: 67) writing which has always occupied in English language course, and important role in language learning and language acquisition. In the teaching learning process of English in education, students must master four skills in order that they can understand English maximally.

Teaching of writing in muhammadiyah university of surakarta have three process of writing. Brown (2000: 34) states that process writing approach tends to be framed in three stages of writing. There are prewriting,

drafting and revising. The type of prewriting, according to (Brown, Cohen, & O' Day, (1991: 349)) consists of: brainstorming, freewriting, and journal. Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Free writing is a technique to generate ideas. It should be used as a beginning, as an initial exploration of the ideas that the writer has about a topic.

Some reason the researcher is interested in this study, the first because teaching writing have three paradigms of teaching writing, that are: the product approach, the process approach, and genre-based approach. The second is instructional design aims to guide the teacher to teach their students. The third is muhamadiyah university of Surakarta, one of them university that has major, english department which is the student learn english language as the subject that will be learned. Most of the students of english departement has limited capability become a good writer.

According to that explanation, the writer is interested to conduct a research entitled ***INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT DEPARTMENT ENGLISH EDUCATION AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA***

B. Problem Statement

Based on the background study, the general question is specified into following subsidiary research questions.

How is the instructional design of teaching writing at second semester in Departement English Education at Muhammadiyah University of Surakarta?

1. What is the learning objectives for teaching in writing skill?
2. What syllabus is used for teaching in writing skill?
3. What are materials used for teaching in writing skill?
4. How are classroom procedure for teaching in writing skill?
5. How are classroom tehniue for teaching in writing skill?
6. What are teacher's role for teaching in writing skill?
7. What are learner's role for teaching in writing skill?
8. What are the assessment model for teaching in writing skill?
9. What are teaching media used for teaching in writing skill?

C. Limitation of Study

In this research, the writer limits his research on Instructional design for teaching writing at department english education at muhammadiyah university of surakarta.

D. Objective of the Study

In this research, the writer intended to describe the teaching learning process in writing skill based on instructional design at departement english education at muhammadiyah university of surakarta, the writer organizes the objectives of the study as the follows:

1. To describe the learning objectives for teaching in writing skill.
2. To describe the syllabus model for teaching in writing skill.
3. To describe the materials used for teaching in writing skill.
4. To describe the procedure for teaching in writing skill.
5. To describe the tehniue for teaching in writing skill.

6. To describe teacher's role for teaching in writing skill.
7. To describe learner's role for teaching in writing skill.
8. To describe assessment model for teaching in writing skill.
9. To describe teaching media used for teaching in writing skill.

E. Significance of the Study

The benefit of the study consist of two: they are theoretical and practical benefit.

1. Theoretical Significance

- a. The writer hopes the result of this research will give the new knowledge of study about instructional design in muhammadiyah university of surakarta.
- b. The result of this research can be used as the reference for those who want to conduct a research in second language acquisition study.

2. Practical Significance

- a. The result can help the students to know the strategies in understanding the material which is delivered by the lecturer in teaching writing.
- b. The result will help for the student to increase knowledge teaching learning process in writing skill at university.

F. Research Paper Organization

The writer organizes this paper in order to make it easier to understand. This as follows:

Chapter I is introduction. This chapter of the background of the study, problem statement, objective of the study, limitation of the study, benefit of study, and the research paper organization.

Chapter II is underlying theory. It involves previous studies and the theories that are useful for conducting the analysis of the data.

Chapter III is research method. It consists of type of the research, objective of the data, data and data source, method of data collection and technique of data analysis.

Chapter IV is research finding and discussion. The research finding can be elaborated into learning objective, syllabus, material use, procedure, classroom techniques, teacher's role, student's role, assessment model and media used.

Chapter V is conclusion and suggestion. It presents conclusions of the research and completed by suggestion to make the research better.