

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era, English is functioned as an international language. Everybody knows that language can be used for communication with other people. As an international language, English has many application like in business, education and cultural domain that use English for communication. The students must understand and learn English also practice it very well. If they do not understand they will not understand things around them.

Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. One of the reasons is that more and more people need to learn writing in english for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write an essay should be able to organize the idea, to construct the sentence, to use punctuation, and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and texts.

Writing as one of the four language skills occupies an equal role with the other language skills although most people tend to focus on speaking than writing. The students usually also like speaking than writing, because they think that writing is more difficult than the others. We must understand about the grammatical rules and vocabulary.

Teaching writing in university is different from teaching in school. In the university, the teaching learning process will be focused on the quality of the students in order that the students can write well and they can make the research paper as well. In the school, it will be focused on the understanding of the material, like making the descriptive text or recount text.

The aim of teaching writing is to ensure that the students learn to write effectively in community and academic contexts. To develop the skills, knowledge, and understanding required, students need to learn about writing and learn through writing. Teaching writing needs to be explicitly from Kindergarten until senior high school with clear links between academic and community purposes. Every subject and every level has different material/ topic and they must understand the purposes and contexts of their writing.

Writing in English Department of Muhammadiyah University of Surakarta is the lesson given to the students of English Department from the first semester until fourth semester. Writing is more important skill than the other because writing skill to students of English Department is as a basic skill to make assignment for the final study or research paper. They must make the assignment appropriate themselves and they do not do plagiarism. When the students write the text or another they must understand the grammar and structure and they also must enlarge the vocabulary in order that they can make the texts very well.

Writing II is the complex skill and this skill is continuance from writing I, so the skill has relation with before. This skill also important to the English students because they must could write the paper for final assignment very well. So, here the teacher of second semester before teach the students prepares the syllabus. In order that, they can learn to write easily and structurally. The teacher also prepare various media in order that the students are not bored when study writing. In this class, the students must more active, independent, and creative because they must make paragraph development and the teacher also motivates the students to make the text very well. For English students, the writing is difficult lesson, so they still difficulties in written English, especially in grammatical rules. This phenomenon make the researcher want to describe the process of writing when the teacher teach writing to reach the goal of teaching writing.

Based on the phenomenon above, the writer is interested in conducting a research entitled “ **THE PROCESS OF TEACHING WRITING AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2014/ 2015ACADEMIC YEAR**”. The writer expects the result of this study will be useful for the reader.

B. Limitation of the Study

In order to reach the expected goal, it is impossible for the researcher to solve all the stated problem. The researcher limits her research to the

process of teaching writing II at the second semester of Muhammadiyah University of Surakarta when the researcher observe in the class and look the process of teaching learning writing and ask the lecturer about the problem faced when teach writing to the students.

C. Problem Statement

1. How is the process of teaching writing at the second semester of English Department in Muhammadiyah University of Surakarta ?

This question include:

- a. What is the learning objective?
 - b. What is the syllabus of teaching writing in English Department of Muhammadiyah University of Surakarta?
 - c. What are the materials used in the process of teaching writing?
 - d. What are the techniques applied in the process of teaching writing?
 - e. What is the media used in the process of teaching writing?
2. What are the problems faced by the lecturer in the process of teaching writing?

D. Objectives of the Study

Based on the problem statement, the objectives of the study of this research are to:

1. Describe the process of teaching writing at the second semester of English Department in Muhammadiyah University of Surakarta, especially, it is to describe:
 - a. The learning objective.

- b. The syllabus of teaching writing.
 - c. The material of the teaching writing process.
 - d. The method of teaching writing process include the technique used in teaching writing process.
 - e. The media used in teaching writing process.
2. Describe the problems faced by the teacher in teaching writing process.

E. Benefits of the Study

There are two kinds of benefits in this research, they're practical and theoretical benefits. The expected results of the study are:

1. Practical Benefit
 - a. The writer gets large knowledge about process of teaching learning especially process of teaching writing.
 - b. The result of the study will help the students to increase their writing skill.
2. Theoretical Benefit
 - a. The result of the research can be used as input in English learning process, especially in writing skill.
 - b. The result of the research can be used as the reference for those who conduct a research in English teaching- learning process.
 - c. The result of this study can be useful for English teacher in teaching English, especially when teaching writing to the students.

F. Research Paper Organization

This research paper consists of five chapters. Chapter I deals with introduction that consists of the background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature. It consists of previous research related to the topic, writing, teaching writing, process of writing, writing behaviours.

Chapter III is research method. It consists of research method, type of research, subject of the study, object of the study, data and data source, method of collecting data, technique for analyzing data.

Chapter IV is the research finding and discussion. It consists of description of the data and the discussion of the research result.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.