

CHAPTER I

INTRODUCTION

A. Background of the Study

In this era, English language is very important because English is international language. It must be learned by everyone. As an international language English can help people to communicate with others or get some information from foreign people. In Indonesia, English as the foreign language is taught in schools from, kindergaten up to university.

Teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. Students in senior high school must improve their knowledge in four skills of English, namely speaking, writing, reading, and listening. The four components will measure students' capability because those are the basic of English. Among the four skills, writing is considered the most difficult and complicated language skill to be learned. Writing needs hard thinking to produce idea, words, sentences, paragraph, and composition. Writing is one of the important skills to be mastered by the students. They use it to communicate, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes.

The objective of learning writing is producing kinds of written text. To produce a good writing product, the writer must follow various classrooms activities involving some steps to apply in writing process. Brown (200: 334) states that there are four steps of writing: prewriting, drafting, revising, and editing. Prewriting is the phrase of idea gathering. Drafting is the process of writing a rough outline of what will be addressed. Once students produce a rough draft, they read it again and share it with peers or teacher to receive comments. Then they make modifications to their writings based on the feedback from their in the last stage peers or teacher; revising , or elaborating on the first draft, takes

place at this point. Editing, the last process i.e correcting mechanical errors like spelling or punctuation.

English writing is thought to be an essential skill for success in the modern global especially in education. According to Widdowson (1996: 61) “writing is a physical productive activity”. It means that producing marks that are perceived by the eye as a result of the movement of the arm and fingers. Generally, writing process has fourth stages namely: prewriting, drafting, revising, and editing. Correspondingly Croby (1986:2) explains more details about the definition those first, planning is: a stage of how students try to determine the way to present ideas. In this stage the students will raise the issue, purpose, reader, text structure and tone of text to be written. Second, drafting: means a stage where students try to form a material into text sustainably written, from draft 1, draft 2 and draft 3 until the final result. Third, revision: means revising which includes adding a new idea, another idea of eliminating some of the words or ideas that are not needed or reconstruct what has been written in the draft. Fourth, editing: means polishing a piece of writing from various aspects such as, spelling, tenses, choice of words and others.

The writing skill covers the four steps to create a composition. In addition, the four steps have relation to get a good composition. It because every step is a writer significant part to arrange a good composition correctly.

In writing activities, beside knowing each steps, also needs to know the functions and some types of text. According to Pardyono (2008:1-4) every form of written text should have clear objectives that all information, messages or ideas must be packaged in one particular type of text. The types included are narration, description, exposition, recount, procedure, anecdote, news item, and discussion.

Writing have some components. Leki (1996) in Fauziati (2010:46) stated that the main purpose of the learner’s writing activity is to catch grammar, spelling, and punctuation error. Studies in teaching writing have identified that

there are at least three paradigms of teaching writing: the product approach the process approach, and the genre- based approach.

In senior high school writing English is still at the stage of product approach, so the writer will focus on product approach of writing. The product approach is a traditional approach of teaching writing in which students typically are provided with a model and encouraged to imitate it in order to produce similar product (Fauziati, 2010: 46). The main procedure of the product approach involves imitating, copying, and transforming models provided by teacher and emphasizing the error free final product.

Approach in teaching is closely related to method and technique. The relationship of these three terms is a unity that cannot be separated. Use, three terms are often considered to be the same. And so they are often used interchangeably though each of these terms has specific meaning that distinguish it from the others. According to Anthony in Fauziati (2009:14) approach is “A set of correlative assumptions dealing with the nature of language teaching and learning. An approach is an axiomatic.” Further, Fauziati (2009:14) views that “An approach describes the nature of the subject matter to be taught. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it”. Related to the approach, then Anthony (1963:95 in Fauziati, 2009:15) views method as “An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach, a method is procedural”. Fauziati (2009:17) explains technique is classroom practices done by the teacher when presenting a language program.

Further, technique is something that actually takes place in language teaching or learning in the classroom. Some examples of techniques in teaching writing are, Brainstorming, Free Writing, Listing, Clustering or Mind Mapping, Image, Question- Asking, and Guide Composition. A method is an overall plan for the orderly presentation of language material, no part or which contradicts, and all of which is based upon, the selected approach (Anthony, 1963:63-7). In addition,

Anthony (1963: 96) stated that “implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediated objective. Technique must be consistent with a method, and therefore in harmony with an approach as well”. Thus, technique encompasses that actual moment to moment practices and behaviors that operate in teaching a language according to particular method. In other words, technique is classroom activity integrated into lessons and used as the basis for teaching and learning. Brown (2001:14-15) stated that technique such as any exercise, activities, and tasks in the classroom used to meet the objective or goal of learning.

Having explored the definition of approach, method and technique, we can conclude the difference among them. Approach is the basic acceptance of teacher’s personal philosophy about teaching-learning, and method is action of teacher such as teacher and learner’s role and instructional materials by selected approach, while technique is the real implementation happen when teaching-learning process in the classroom.

In learning process of the classroom, teacher and students also have some roles in classroom, according to Linda (2014:5) the teacher has a broad role both in schools, families and the community. The role of teachers in the process of teaching and learning is one of the components of the core of the process i.e. the teaching of formal education in schools which happens to interaction between various other components such as contents or subjects and students. Hence, it is clear that the teacher was instrumental in carrying out the process of teaching and learning in schools.

Similar to the teacher, the students also have some roles in the learning process. The first role of student in the classroom is that students should be active participants. This means that students should contribute to classroom discussions by not only answering question posed by teacher, but also, answering the questions posed by their peers. The second role is student as a motivated learner. This role is also tied to a teacher’s role as motivator as well. However, if students are truly

interested in learning, it is their job to think. As the teacher's role is now a facilitator, the student's role is to take given information or instructions and coordinate that task for himself or herself or group member, and begin the task. The student must be a task monitor by checking himself or herself in terms of on task study time, noise level, and quality work. Students take on the roles of coordinators, task master, noise monitor, clean-up/ maintenance (Bailey, 2009).

From the explanation above, it can be concluded that both teacher and students have a very important role in education because teachers are not just as teachers who dominate events processed but the teacher acting as a facilitator and coordinator of the learning activities of students. In addition, in learning process students should be active participant. Teacher and students were in motion of a process of education interaction, where the proficiency level of education interactional has a same purpose, so between teacher and students they must become a good partner to achieve the learning objectives.

Research on teaching writing has been done widely in Indonesia. The researcher takes five previous studies on this research area i.e research conducted by Suranta (2010) *entitled Enhancing Writing Skill Through Inquiry- Based Teaching to the Eleventh Graders of SMA 1 Kebak Kramat School in 2009/2010 Academic Year*, Abdillah (2010) *entitled Improving Students' Writing Skill Using Collaborative Writing at the Second Grade of SMAN 1 Andong Boyolali in 2010/ 2011 Academic Year*, a research by Emilia (2008) *entitled Increasing Students' Writing Skill Using Picture Strip Story(a Classroom Action Research) at the first Grade of MTs Ma'hadul Muta'alimin Katerban Ngawi*, a research by Susanti (2015) *entitled A Study On The Students' Writing Skill in Procedure Text At The Ninth Grade Students of SMPN 1 Rambah Hilir*, and a research by Herlambang (2015) *entitled The Effect Of Using Clustering Technique In Students' Writing Skill Of Descriptive Text At The First Grade SMPN 2 Rambah Hilir*. This research focuses on the same as those previous researches namely teaching writing, however; it has different object seeing that it is more specific focus in classroom

techniques used by the teacher to develop students writing skill of SMAN 1 Watumalang. Therefore, the researcher may conclude that this research is original and eligible to be conducted.

In this research, the writer wants to scrutinize the learning process in teaching writing skills in the classroom which is similar to other researches in the previous studies. Nevertheless, the previous studies focus on the implementation of certain technique in teaching writing, while this research the writer observe the learning process especially the techniques that used by the teacher to develop students writing skill of SMAN 1 Watumalang.

From the preliminary research, the researcher found some problems in teaching writing skill of SMAN 1 Watumalang. The first problem is that some students get difficulty in mastering writing skill. This can be seen from the students' limited vocabulary which can be seen from their difficulty in choosing the diction in arranging the sentences. The second, problem is that they cannot understand the instruction given by teacher because they didn't understand the meaning of teachers' intruction. The third, the writing skill of the students is low because teacher focuses more on speaking skill rather than writing skill.

Based on the phenomena above, the writer wants to conduct a research that focuses on the classroom techniques used by the teacher to develop students writing skill of SMAN 1 Watumalang 2015/2016 academic year. Therefore, the writer is interested in conducting a research entitled **CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS WRITING SKILL: A NATURALISTIC STUDY AT SMAN 1 WATUMALANG IN 2015/2016 ACADEMIC YEAR.**

B. Problem Statement

In this research, the researcher formulates the research questions related to the classroom techniques used by the teacher to develop students writing skill of SMAN 1 Watumalang.

1. What are the types of classroom techniques used by the teacher to develop students' writing skill?
2. What are the objective of classroom techniques used by teacher?
3. What are the teacher roles in using the techniques to develop students' writing skill?
4. What are the student roles in using the techniques?
5. What are the role of the instructional material?

C. Limitation of the Study

From the problems statement above, the writer will study in process of classroom techniques used by teacher to develop students writing skill at SMAN 1 Watumalang in 2015/2016 academic years. The subject of this study is limited to English teacher and the second grade students of SMAN 1 Watumalang.

D. Objective of the Study

Based on the problem statement, the researcher has some objective of the study, they are:

1. To describe the type of classroom technique used by the teacher to develop students' writing skill.
2. To describe the objectives of each classroom technique used by the teacher to develop students' writing skill.
3. To describe the teacher's role to develop writing skill.
4. To describe the student's role to develop writing skill.
5. To describe the instructional material to develop writing skill.

E. Benefit of the Study

The writer hopes this researcher has benefit in the English teaching process especially in teaching writing comprehension. There are two kinds of benefits in this research: theoretical and practical.

1. 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.
2. Practical Benefit
- a. The result of the study will help students to develop their writing skill

F. Research Paper Organization

The report of the research is, written in five chapters with the following details: Chapter One is, which consists of background of the study, scope and limitation of the problem, objectives of the study, significance of the study, and the organization of writing.

Chapter two is about Theoretical Framework which consists of three sub chapter is, included the definition of writing, the writing process, kinds of writing, and purposes of writing; classroom techniques used by teacher to develop students writing skill consist in definition of classroom technique, definition of technique, and the application of technique; and the relevant previous studies.

Chapter three is Research Methodology which consists of research design, place and time of the research, research instrument, data and sources of data, technique of collecting data, and technique of data analysis.

Chapter four explores Research Findings which consists of description of data, analysis of data, interpretation of data, and the discussion of the research finding.

Chapter five is about Conclusion and Suggestion. It's about the writer's summarizing about these problems, and information for the reader.