

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Language as a main tool of communication is very important to learn. Language makes us easy to interaction each other. Because of it, many languages are used in the world. and science. According to Finocchiaro (1974: 3) states that language is a system of arbitrary, vocal symbol, which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact.

English as international language becomes a study which is forced to be learn. It is not only used for communication but also used for keeping up with the development of technology. English is very important in this world. It is used in many countries around the world. Therefore it is very important for us to master the English language well. English is one of many languages in this world and English being an International language now. It is not surprised if we must study about English because today many English courses in our country offer us to speak English clearly and fluency.

In Indonesia, English used to communicate in many aspects such as in politics, economy, education, technology, science and culture. English is a foreign language that is taught as a main and compulsory foreign language for the students of elementary, junior and senior high school even university students. English becomes a difficult study to be learn. People think that they do not need English to communicate in their daily activities because they can use their own language.

In Muhammadiyah University of Surakarta, English is a foreign language, That is, it is thought in school, often widely, but it does not play an essential role in national or social life, Pincas et.al (2003:6). Many faculty use English as second laguange. They use it for develop knowledge about English if students take program International. So, they must can use English clearly. For student, English as commmunicate tool between domestic students and non domestic students, for

example from Thailand, Australia. Muhammadiyah University of Surakarta also establish cooperation with Australia, for example exchange students and scholarships for students achievers want to study there.

In English department, English is first language. Teachers use English each teaching in class. Because of that students learn English give knowledge and learn each new word or sentence does not know. Hoped students can use English in class and out class correctly.

The vision of the English department is directed to be a center of excellence in English learning and teacher training. By center of excellence in English learning and teacher training is meant that the English department and its roles are recognized, needed, and preferred by the wider community at various levels. The stake-holders give trust and are satisfied with the performance of the department and accept its outputs to meet the need for qualified and certified resources. The mission of the English department is to advance English language learning, to produce competent outputs eligible for English teacher certification and graduate program application as well as capable for leading entrepreneurship.

English department students learn many course from first semester until eight semester, they learn from easy course until difficult course, for example content course in English department is pronunciation, literature theory, structure, lexicon, tefl etc and until the final course is research paper. In other side, students also learn four skills for mastered ability communication of English. Its namely is speaking, reading, listening and writing. And four skills there in course from first semester until four semester.

One of the important English skills is writing, which is also important in teaching learning process of English. Writing is categorized as one of hardest and difficult skills because it requires grammatically accuracy, punctuation, capitalization, spelling, and vocabulary. Writing plays an important role in which speaking can not to fulfill the communicative needs. According to Crimon (1983) said that writing is hard work. Therefore students need a lot of practices to apply their writing ability. Writing is an effective way to communicate and express our thoughts, feelings, and opinions to others. Writing has function to entertaining and

making fun. There are a variety of ways to use writing in our everyday live. For example we can write about the cake receipt. Writing skill helps the learners gain independent, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

Learning writing in English department is consist of 20 until 40 students when I follow writing class first semester in 2011 academic year. The teacher use method and strategy to teach. The teacher asking students to more fast understand and can to practice to measure ability students in writing skill. As a prospective educator, English department students should be able to write correctly. If writing is not completely mastered by them so it can be a bad mark to them as teacher and it can disturb the teaching learning process that will be done by them soon. The teacher always the media as lcd as support to teach. So, students can collect the material. Students also can to ask question to teacher if there materials can not understand. The teacher sometimes order to students to make group for discuss the materials in class and also individual task must be doing by students. For example, students make a sentence or a paragraph about event or story. In last session of materials, usually the teacher gives the task to do in home.

Many of the problems are faced by teachers who teach writing skill. For students, they only get a few times to learn or practice in class writing. It makes they are lazy, bored and not interested to learn writing because what that they read is different with what that they have to write. They do not have enough vocabulary and they are afraid to make something wrong with the grammar, too. Therefore they think that writing is boring activity and it is uninteresting for them. The teacher must find out some methods to teach English in order to make students is not lazy, bored and uninteresting. All of them should be given to the students in order they have good ability in understanding.

The other problem is in practice often complain that students in class writing tasks very difficult. Writing turned out to be a scourge for students. In fact, mastery of the basic objectives of the learning process. Mastery of the material is also often used as a primary consideration for measuring the success or failure of a lecturer

teaching. In a class with students who have English language proficiency level will cause hardships own distinct to measure whether students are at the same intensity in their understanding. Students with a high level of competence will feel burdened because they have to wait for another friend who is able to understand the material and able to apply. As for students with a low level of competence will feel frustrated for not being able to understand and work tasks with ease. This gap will be evident on skill-based subjects.

Based on the phenomena above makes the reseacher interested and want to describe the teaching learning process of teaching writing at English department of Muhammadiyah University of Surakarta. The research wants to conduct a research entitled “THE IMPLEMENTATION OF TEACHING WRITING AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2015/2016 ACADEMIC YEAR”.

### **B. Limitation Study**

In this study, the writer limits this research on the implementation of teaching writing at english department of Muhammadiyah University of Surakarta in 2015/2016 academic year.

### **C. Problem Statement**

Based on the background study, the general question is specified into the following subsidiary researcn questions. How is the implementation of teaching writing at english department of Muhammadiyah University of Surakarta in 2015/2016 academic year?

1. What syllabus is used in teaching writing?
2. What is learning objective in teaching writing?
3. How is classroom technique and classroom procedure in teaching writing?
4. What are teacher’s roles in teaching writing?
5. What are learner’s roles in teaching writing?
6. What is teaching media used in teaching writing?
7. What are instructional materials used in teaching writing?
8. What is the assessment model in teaching writing?

#### **D. Objectives of the Study**

Based on the formulation above, the purposes of the research are to describe :

1. The syllabus is used in teaching writing
2. The learning objective in teaching writing
3. The classroom technique and classroom procedure in teaching writing
4. The teacher's roles in teaching writing.
5. The learner's roles in teaching writing.
6. The teaching media used in teaching writing.
7. The instructional materials used in teaching writing.
8. The assessment model in teaching writing.

#### **E. Benefits of the Study**

By doing this research, many benefits can be gained. These benefits included practical and theoretical benefits:

##### **1. Practical Benefit**

- a) The result can help students to know the strategies in understanding the material which is delivered by teacher in teaching writing.
- b) The research can give some benefits for another researcher as the next referent for further research especially in teaching writing.
- c) This study is expected to provide benefits for educators and students generally about teaching writing.

##### **2. Theoretical Benefit**

- a) The result of the research can be used as an input in improving teacher's ability to teach English especially in teaching writing.
- b) This research tries to find out whether the result of this research is relevant or not to the previous theory. It can be used also as logical consideration for the next research.
- c) The writer hopes that this research will be one of references for other researchers who will conduct the same object with the different perspective.

## **F. Research Paper Organization**

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

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

Chapter II is review of related literature. It involves previous studies, underlying theory;teaching writing, the component of teaching writing (syllabus, learning objective, classroom technique and classroom procedure teaching, teacher's roles, learner's roles, teaching media, and instructional materials and assessment model).

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

Chapter IV is research finding and discussion. It consists of the result are to describe the implementation of teaching writing at English department, to describe the syllabus, the learning objective, the classroom technique and classroom procedure, the teacher's roles, the learner's roles, the teaching media, the instructional materials, and the assessment model.

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