

CHAPTER I

INTRODUCTION

A. Background of the Study

At school teachers have common duty not only teach the students but also manage the class which is consists of students behavior, classroom properties, teaching material, and also the arrange the time as good as they can. So, they need a good technique to manage the class. Teachers must know how to manage students' learning by organizing and controlling what happen in class. Teachers have the choices of using which of teaching method, teaching material, what kind of properties they want to choose, as long is its never far from the guideline of curriculum. So, diferent teachers will also different technique, different studies also can be different technique, and different class situation sometimes can make the teacher to change their teaching technique also. So based on the above explanation classroom technique will be flexible and the purposes is to avoid boredom in classroom.

Most of the suggested techniques would require instructional materials to accomplish certain objectives. A successul learning experience not only depend on careful planning, selecting of techniques, stratiefies and an overall method, but also on selecting appropriate instructional material (Dhand, 2008: xv). For example on teaching writing, teachers must really direct the student in writing such as using complex writing process into more

manageable pieces: planning, drafting and editing, because with this the teacher able to observe the students activity on writing and also able to explore them. The writing process and the aspects of writing is a way to promote a better writing activity in the classroom. To get that better writing, the teachers (English teacher) are required to choose approaches which can accommodate time, students' needs, and the practice in writing. The practice was to develop the students capability in expressing the idea, to solve the problem as a form of expressive mode and communicative information without conversation (Fulwiler and Young, 2000: 126) So, teaching technique will be needed in teaching writing.

The technique is theoretically related to an approach and is organizational determined by design (Fauziati, 2002: 5). Writing takes time and energy; it is along process. The students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. In SMK Muhammadiyah 3 Surakarta, the English teacher tries to focused on student's capability on writing individually. The teacher asks the students to write or to make a text individually. Discussion will be needed as a supporting way for students when they have difficulties in writing individually.

The teacher said that it is not easy to ask the student to learn individually in writing, so, she tried to attract every eleventh grade of SMK Muhammadiyah 3 Surakarta that English is one of study that is very interesting. So, there is teaching writing technique that is used by the

teacher of SMK Muhammadiyah 3 Surakarta. Based on the situation above the writer conducts a research entitled “Classroom Techniques of Teaching Writing at the Eleventh Grade of SMK Muhammadiyah 3 Surakarta”.

B. Research Problem

Based on the background of the study, the research problems are focused on the following:

1. How is teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year?
2. What is the material used by the teacher to teach writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 academic year?
3. What is the technique of teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year?
4. What are the problems faced by the teacher in teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year?

C. Objective of the Study

Based on the research problem, the writer has some objectives as follows:

1. To describe teaching writing to the eleventh grade Student's at SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year. The

material used by the teacher to teach writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 academic year. The technique of teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year.

2. To describe the problems faced by the teacher on teaching writing to the Eleventh Grade of SMK Muhammadiyah Surakarta in 2015/2016 academic year.

D. Limitation of the Study

Based on the background above, the researcher limits the study only at the eleventh grade students at SMK Muhammadiyah Surakarta 3 in 2015/2016 academic year. The class is class A where it consists of 34 students. The researcher also limits the analysis of teaching writing into two objectives, the material used by the teacher to teach writing and classroom technique.

E. Benefit of the Study

The researcher hopes that her work is beneficial both theoretically and practically.

1. Theoretical Benefits
 - a. The result of the research can be used as an input in English teaching learning process especially in teaching writing.

b. The result of this research can be used as the reference for those who want to conduct a research in English teaching-learning process.

2. Practical Benefit

The result of this research will be helpful both for student and teacher to extend the problem in teaching and learning English in teaching writing.

F. Research Paper Organization

The research paper is organized as follows:

Chapter I is introduction. it deals with the background of the study, problem statement, objective of the study, the limitation of the study, benefit of the study, research paper organization.

Chapter II presents a review of related literature. It is the basic technique that is closely related to the topic. It consists of previous study, notion of writing, the teaching writing, technique of teaching writing.

Chapter III is Research Method. It consists of type of research, place and time of the research, subject and object of the study, source of data, data collection method, and technique for analyzing data.

Chapter IV deals with analysis and discussion, in this chapter, the researcher describes the result of the research, data analysis and research finding.

Chapter V is the last chapter. It consists of conclusion and suggestion.