

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a tool of communication. Without language people cannot communicate each other. Richard (1997) stated that language is a human system of communication that uses arbitrary signals, such as voice sounds, gestures, or written symbols. Language is used for communication by all people in the world. Language is important to reflect the experiences, to share their feeling, to show their idea, and to ask information from others. Learning English is one of the activities done in many teaching learning. English lesson is learnt in elementary school, junior high school, senior high school, and university. English is important for students and other people but, sometimes English becomes a problem for the students.

Learning English involves the four language skills of listening, speaking, reading and writing. Teacher should develop and increase these skills for language teaching at school. The students should master language skills to communicate or express their feeling and ideas in English learning. Moreover English language components as vocabulary structure, spelling, and other linguistic component must also be paid attention.

Writing is a process to get product. The final product is measured against a list of criteria which includes content organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation (Anwar in

Fauziati, 2008:143). To produce a good product, the writer should follow various classroom activities involving some step applied in the writing process.

Writing is also an integrated language skill, which is aimed at produce something called writing or composition. At least, there are three components that are incorporated in the act of writing, including: (1) mastery of written language, which will serve as the media writing, including: vocabulary, sentence structure, paragraphs, spelling, and pragmatic, (2) mastery of content essay in accordance with the topics to be written, and (3) mastery of the types of writing, namely how to assemble the contents of writings by using written language to form a desired composition, such as essays, articles, short stories or paper.

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthonys in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

A technique is a single activity that comes from a method. Naturally, various methods employ various techniques. The examples of techniques are role-play, discussion, problem solving and games. In language teaching, using technique is important. Especially in teaching writing skill. Writing skill is one of language skill which every students must capable it. Teachers must know techniques for teaching writing skill. If it teachers are capable of using variations

technique when she teaches English especially writing skills. It can help teachers in teaching activity in the classroom.

There are many conceptions dealing with the writing process. Murray in Richards (1997:108) distinguishes three stages in writing: prewriting, drafting, and revising. According to Richards (1997:100) “learning to write well is a difficult and lengthy process, because it induces anxiety in many learners”. It causes many students to have less motivation to write. They consider that writing is a difficult task which needs extra thought to do the task. Not all students are able to write their ideas when someone asked to write (Anwar, 2012:2).

In the traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making. There has been a paradigmatic change in teaching of writing. Attention to the writer as language learner has led to the second approach – a process approach. It is actually a combination of the two approach to teaching writing.

Dixon and Nessel (in Cahyono, 2001:44) noted that writing is the most difficult skill among the four language skills. It is because of writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it. Writing as one of the subject which is tested in final exam (UN), the students should master English well. Sometimes the students’ difficult to expressed their idea into oral form and prefer to make drafting in written. It shows that writing has plays role as instruction on the process writing. Besides, written English is very important in their occupational latter. The objective of learning writing skill are students can communicate

effectively in writing and developing skill in planning writing. Then, The students need to be aware about grammatical features and organization paying attention to accuracy of grammar is necessary the learner in learning writing. So, the teacher become facilitator of teaching writing at school. The teacher must help the problem faced by students in teaching writing.

The researcher determines the school used to do research. The researcher chooses SMA Muhammadiyah Surakarta. It is one of Senior High School in Central Java, especially in Surakarta. SMA Muhammadiyah 2 Surakarta located at Yosodipuro street, Banjarsari, Surakarta. There are many facilities owned by SMA Muhammadiyah 2 Surakarta are library, Laboratorium such as : internet, physics, biology, language, chemistry and mathematics, multimedia's room, computer's room, mosque, and health centre. That school has two classes in the tenth grade. And the researcher conducted in tenth grade in SMA Muhammadiyah 2 Surakarta.

The problems were found by the researcher when observed in english lesson of tenth grade of SMA Muhammadiyah 2 Surakarta is writing. When the students came in senior high school, they must improve and explore the english skill. The teachers said that the students feel difficult for writing. The student was low ability for writing. The students have not a lot of vocabularies. To master writing skill, the students must pay attention the grammatical and vocabulary when they write. The students must understand how to good writing. To write well, student must have good capabilities in writing. They must be able to develop and organize the idea, to arrange good paragraph with correct tenses, and to use

punctuation. Besides, they must be able to arrange their writing into cohesive and coherent paragraphs.

Mrs. Istiqomah is one of English teachers in tenth grade students. Based on the information from the English teachers of SMA Muhammadiyah 2, there are many problems faced by teachers in teaching writing. The students have problem to develop main idea, difficulties in grammar and vocabulary. Some students limited vocabulary and limited using the dictionary. So, there are many alternatives techniques used by teacher. The teachers uses some techniques in the teaching English. Usually the teachers also use multimedia to build students interest and creativity. It is believed that the teaching learning activities using some techniques would be successful and give a good result. Especially in teaching writing, teacher should do some techniques to make students easier and creative in writing.

From the phenomenon above the researcher is interested in conducting research entitled : *Teaching Technique for Writing Skill at the Tenth Grade Students of SMA Muhammadiyah 2 Surakarta in the Academic Year 2017/2018.*

B. Limitation of the Study

In this research, the researcher focuses on teaching technique for writing skill in teaching learning process at the tenth grade students of SMA Muhammadiyah 2 Surakarta. The reason of the researcher focuses on techniques applied on teaching-learning activities because the technique of writing is very important in teaching writing, with technique it can make better by student to write. The researcher wants to know and observe what kind of technique is usually used. Therefore, technique has a big contribution in teaching learning process.

SMA Muhammadiyah 2 Surakarta is an interesting setting to be investigated. It is one of the schools that used variation technique to teach writing, so the technique to best writing is very interesting to be investigated. The researcher chooses the tenth grade students because in tenth grade students begin getting writing skill more complex than junior high school, students must explore their writing skill. So, students are already taught by their teachers, especially their writing skill with various techniques in teaching learning English.

C. Problem Statement

Regarding to the research background, the researcher formulates the problem of the research as follows :

1. What techniques are implemented in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018?

2. What are the purpose of using each technique in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018?
3. What are the students response of each technique in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018?
4. What are the problems faced by the teachers in using each technique of teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018?
5. What are the solution of problems applied by the teacher in using each technique of teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018?

D. Objective of the Study

From the previous background and formulation of the problem, the objectives of the research are as follows:

1. To identify the techniques to implemeted in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018.
2. To describe the purpose of using each technique in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018.

3. To describe the students response of each technique in teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018.
4. To classify the problems faced by the teachers in using each technique of teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018.
5. To describe the solution of problems applied by the teacher in using each technique of teaching writing skill at the tenth grade students of SMA Muhammadiyah 2 Surakarta in the Academic Year of 2017/2018.

E. Benefits of the Study

There are two kinds of benefits of the research, namely theoretical benefits and practical benefits.

1. Theoretical benefit

- a. The result of the thesis can be used as input English teaching writing skill.
- b. The result of the thesis can be used as the referent for those who want to conduct a research in English teaching writing.

2. The Practical benefits

- a. Teacher
 - 1) This research might be useful to improve teacher knowledge of teaching technique in writing skill of students in senior high school.
 - 2) This research is able to provide the better choice technique for improving students writing skill.

b. Students

The researcher hopes it could be helpful from students in learning text and to understand writing.

c. Other researcher

The research is used as the reference for those who want to conduct a research of teaching technique for writing skill.

d. The reader

The result will give the information to the readers in the way in carrying out the information about teaching technique for writing skill.