

**CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP
STUDENTS' ENGLISH WRITING SKILL: A NATURALISTIC STUDY
AT SMAN 1 WATUMALANG IN 2015/2016 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

By

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2016

APPROVAL

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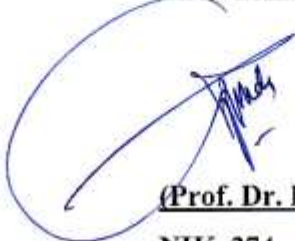
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TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

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ABSTRACT

VRISCA EVAOLITA. A320120209. **CLASSROOM TECHNIQUES USED BY THE TEACHER TO DEVELOP STUDENTS' ENGLISH WRITING SKILL: A NATURALISTIC STUDY AT SMAN 1 WATUMALANG IN 2015/2016 ACADEMIC YEAR.** Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016.

This study is aimed at describing (1) classroom techniques used by the teacher in teaching English at SMAN 1 Watumalang (2) the purposes of each classroom technique (3) the students' roles (4) the teachers' roles and (5) the role of instructional material. This research is a descriptive qualitative research deploying naturalistic study approach. The data of this research are of three types namely data activities, information, and document interview script, and the data sources are event, informant, and document. The methods of collecting the data in this study are observation, interview, documentation. The results of this study show that there are some classroom techniques used by the teacher to develop students' English skill especially writing skill i.e.: image or picture, guide composition, and free writing. In addition to the classroom techniques, the teacher has roles as controller, as organizer, as prompter, as resource, as tutor, as observer and as model. Whereas, the student has roles as planner, as group, as tutor, as monitor and as evaluator. There are some materials used by the English teachers namely English textbook, and dictionary. This research concludes that the English teacher at SMAN 1 Watumalang uses various classroom techniques in teaching-learning process that can develop the students' writing skill. The various classroom techniques make the students interested and enjoy the teaching-learning of English and the students become more active and creative especially in their writing skill. This research confirms that technique image or picture in teaching narrative text, guide composition in teaching biography, and free writing in teaching exposition are significant to develop students writing skill. Moreover, the teacher's and students roles in teaching learning writing as well as the material used at SMAN 1 Watumalang are in line with with Harmer (1983) and Richard (1985: 2001) theories.

Key words: Classroom techniques, teachers' roles, students' roles, instructional material.

ABSTRAK

VRISCA EVAOLITA. A320120209. **TEKNIK YANG DIGUNAKAN OLEH GURU UNTUK MENGEMBANGKAN KEMAMPUAN MENULIS SISWA: NATURALISTIK STUDI DI SMAN 1 WATUMALANG TAHUN AJARAN 2015/2016.** Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Surakarta. April, 2016.

Penelitian ini bertujuan menggambarkan (1) teknik kelas yang digunakan oleh guru dalam mengajar bahasa Inggris di SMAN 1 Watumalang (2) tujuan masing-masing teknik kelas (3) peran guru (4) peran siswa dan (5) peran materi pembelajaran. Penelitian ini merupakan penelitian deskriptif kualitatif yang menggunakan pendekatan studi naturalistic. Data dari penelitian ini ada tiga jenis yaitu kegiatan data, informasi, dan dokumen skrip wawancara yang diambil dari sumber data peristiwa, informan, dan dokumen. Metode pengumpulan data dalam penelitian ini adalah obeservasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa ada beberapa teknik kelas yang digunakan oleh guru untuk mengembangkan kemampuan berbahasa Inggris siswa terutama ketrampilan menulis yaitu: foto

atau gambar, komposisi panduan dan menulis bebas. Selain teknik kelas, guru memiliki peran sebagai pengendali, sebagai pengatur, sebagai pemberi motivasi, sebagai narasumber, sebagai tutor, sebagai pengamat, dan sebagai model. Sedangkan siswa memiliki peran sebagai perencana, sebagai kelompok, sebagai tutor, sebagai monitor dan sebagai evaluator. Dalam pengajaran, ada beberapa bahan yang digunakan oleh guru bahasa Inggris yaitu buku teks, bahasa Inggris, dan kamus. Penelitian ini menyimpulkan bahwa guru bahasa Inggris di SMAN 1 Watumalang menggunakan berbagai teknik kelas dalam proses belajar mengajar yang dapat mengembangkan kemampuan menulis siswa. Berbagai teknik kelas membuat siswa tertarik dan menikmati belajar- mengajar bahasa Inggris dan siswa menjadi lebih aktif dan kreatif terutama dalam kemampuan menulis mereka. Penelitian ini mengkonfirmasi bahwa teknik foto atau gambar dalam mengajar narasi teks, panduan komposisi dalam mengajar biografi, dan menulis bebas dalam mengajar eksposisi adalah signifikan untuk mengembangkan ketrampilan menulis siswa. Selain itu guru dan siswa dalam proses belajar mengajar ketrampilan menulis serta materi yang digunakan di SMAN 1 Watumalang sejalan dengan teori yang disampaikan oleh Harmer (1983) dan Richard (1985; 2001) teori.

Kata kunci: Teknik, peran guru, peran siswa, materi pendukung.

1. INTRODUCTION

In *SMAN 1 Watumalang* the teachers used the 2013 curriculum in teaching learning process. In this curriculum the teacher is the central of learning but the teachers also engage the students to participate in teaching learning process. The teacher has a responsibility to make the transferring of their knowledge to the students. Easily in one meeting, the teacher not only focuses on one of the aspect skills but the teacher cover all of skills in teaching-learning process.

Similarly, in *SMAN 1 Watumalang* writing is one of an important aspect in English lesson, because writing skill supports the other English skills like reading, listening, and speaking. One of categories of success in learning English is the students can write English correctly. In *SMAN 1 Watumalang* the student has some problems in learning writing. 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 the teachers' instruction. The third, the writing skill of the students is low because the teacher focuses more on speaking skill rather than on writing skill.

To cope with the difficulty, and to make the students interested and enjoy learning English writing skill the teacher should use a variety of ways teaching and learning process. In teaching-learning process of English, the teachers use a variety of classroom techniques to attract the attention of students. Based on that phenomenon, the writer interested to observe the classroom technique used by the English teacher to develop students' writing skill. The writer wants to learn various techniques to teach the writing skill to teenagers.

This research focuses on the classroom techniques used by the teacher to develop students' writing skill at *SMAN 1 Watumalang* and the components of this research are types of classroom techniques, the purposes of each classroom techniques, teachers' role, students' role and instructional material. The writer uses several theories to support the research. There, theories are Notion of Approach, Method and Technique, Notion of writing, Component of Writing, Micro and Macro of Writing, Techniques in Teaching Writing, Teachers' Role, Students' Role, and Instructional Material

In teaching English, approach, method, and technique are three different things. Approach is a theory of language and language Learning. Method is a procedure or overall plan of presentation usually used by the teacher to get their aims in the teaching learning process. According to Anthony (1965: 94) in Fauziati (2014: 11) approach is "A set of correlative assumption dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic." An approach describes the nature of the subject matter to be taught. It state a point of view, a philosophy or an article of faith, that is, something which one believes but cannot necessarily prove. An approach is often unarguable, except in terms of the effectiveness of the methods which grow out of it. 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. An approach is axiomatic whereas a method is procedural." (Anthony (1963: 95). According Anthony (1963: 96) also defines implementation which actually takes place in a classroom. It 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.

Classroom technique has the important stage in teaching learning process without classroom technique the students can feel boring to study. The teacher should explore their

knowledge about various techniques in teaching especially in teaching vocabulary skill which appropriate the students' characteristic and learning style. Technique is something that actually takes place in language teaching or learning in the classroom.

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 addition, to teacher's approach, method and technique, other significant aspects in teaching writing English is the teacher and students roles. Harmer (2007) states that, some of the most common teachers' roles are the following: Controller, Prompter, Resource, Assessor, Organizer, Participant, and Tutor. Further, Johnson and Paulston in Richards (1985: 23) describe the learner's roles in individualized approach to language learning are as follows:

1. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
2. The learner is a member of a group and learns by interacting with others.
3. The learner is a tutor of other learners.
4. The learner learns from the teacher, from other students, and from other teaching sources.

Cunningsworth (1995: 7) state that the role of instructional material in language teaching namely: (a) A resource for presentation materials (spoken and written). (b) A source of activities for learner practice and communicative interaction. (c) A reference source for learners on grammar, vocabulary, pronunciation and so on, materials as the source for the teacher. (d) A source of stimulation and ideas for classroom activities. (e) A syllabus (where they are reflected) learning objective that have already been determined. (f) A support for less experienced teachers who have yet to gain in confidence.

This research is not the first on this area of teaching writing. The writer takes five previous studies realated to teaching English writing skill. Those are, Susanti (2015), Herlambang (2015), Suranta (2010), Abdillah (2010), and Emilia (2008)).

Susanti (UPP, 2015) entitled *A Study On The Students' Writing Skill in Procedure Text At The Ninth Grade Students of SMPN 1 Rambah Hilir*. The objectives of this research are to describe: (1) the nature of writing, (2) the process of writing, (3) purpose of writing, (4) type of writing, (5) components of writing, (6) general theory of procedure text, (7) to find students' writing skill at ninth grade students of SMPN 1 Rambah Hilir. The object of this research is students ninth grade of SMPN 1 Rambah Hilir with consist of fourth class, each class was 23 students. The type of this research is descriptive qualitative using students' score in writing procedure text as the data. The data was collected by using written test. In addition, the data analysis deployed tree raters, and to select the sample the researcher used clustering random sampling technique. In Susanti study, the results of her research could be seen from the score of students. These score showed the percentage of students who have mastered writing procedure text based on the indicator of writing score (content, organization, grammar, vocabulary, and mechanic). By looking at the data analysis, the researcher can count that total scores of all indicators were 12,06 (78,82) which means that the students' writing skill in procedure text was in good category.

Herlambang (UPP, 2015) entitled *The Effect Of Using Clustering Technique In Students' Writing Skill Of Descriptive Text At The First Grade SMPN 2 Rambah Hilir*. The objectives of this research are to describe: (1) the nature of writing, (2) descriptive text, (3) clustering technique, (4) teaching writing skill of descriptive text by using clustering technique, and (5) to find the effect of using clustering technique in writing descriptive text at first grade of SMPN 2 Rambah Hilir. The subject of this research are students at the first grade of SMPN 2 Rambah Hilir, class VIIA and VIIC. The research was “*an Experimental research design*” focusing on qualitative approach, so the type of this study is qualitative. This research uses experimental design. And involves one group as experimental group and another as control group. The experimental group is taught by clustering technique. The data in this research are collected by giving a test. The test consists of pre- test and post- test. The function of pre- test is to know whether students' writing skill is homogeneity as well as its normality. The function of post- test is to know students' writing skill after give the technique. The test was giving by writing a descriptive text based on clustering, which relates to the topic given. In Herlambang study, the result of this research based on the score of pre- test and post- test is that student who are taught using clustering technique have better writing competence than those who are taught using direct

instructional. By using clustering technique in teaching writing, the teacher gives the students good way to explore their writing skill well. Clustering helps the learners in developing their idea.

Suranta (UMS, 2010) in his research entitled *Enhancing Writing Skill through Inquiry-Based Teaching to the Eleventh Graders of SMA 1 Kebak Kramat State School in 2009/2010 Academic Year*. In this study, the writer found the effective inquiry- based teaching in English writing skill in eleventh grade of SMA1 Kebak Kramat. His study presented (1) the general objectives of teaching English and the goal of teaching English writing (2) the material of teaching writing (3) the technique of teaching writing (4) procedures in teaching English writing (5) .the implementation of inquiry based teaching to enhancing writing skill. The objectives of this research is to find If inquiry-based teaching can be used in teaching writing. The subject of this research consists of three classes which consist of 89 participants. The type of the research was descriptive qualitative research. The data are collected from observation of the school, interview with English teachers and the students, and documentation from the process teaching English writing by the eleventh grade of SMA 1 Kebak Kramat. The data were analyzed by using technique of analyzing explorative descriptive qualitative data because the researcher uses non-statistic analysis to analyze the data. The result of this study shows that Inquiry- Based Teaching strategy gave some positive effects toward the students' writing problems for the eleventh graders of SMA Kebak kramat state school in 2009/2010 academic year. Students are more interested in teaching writing using Inquiry- based teaching. This research also shows that inquiry- based teaching is good to be used in teaching writing.

The forth previous study is that by Abdillah (2010) entitled *Improving Students' Writing Skill Using Collaborative Writing at the Second Grade of SMAN 1 Andong Boyolali in 2010/ 2011 Academic Year*. The objectives in this research is to describe the improvement of students' writing skill and to describe the students' responses on the implementation of students' writing skill using collaborative writing at the second grade of SMA N 1 Andong Boyolali in 2010/ 2011 academic year. The subject of this research is students at second grade of SMAN 1 Andong Boyolali with consist of three classes which consist of 99 participants. The type of this research is classroom action research. The data are collected from of pre- test and post- test. The data are analyzed with scores from pre- test and post- test. The results of this research show that: 1)

collaborative writing is effective to improving students' writing skill, 2) the students' scores of post- test are significantly higher than pre- test scores. It can be concluded that students are interested in learning writing using collaborative writing.

Emilia (UMS, 2008) in her reserch *entitled Increasing Stiudents' Writing Skill Using Picture Strip Story (a Classroom Action Research at the first Grade of MTs Ma'hadul Muta'alimin Katerban Ngawi*. The objectives in the research is to describe (1) the general objectives of teaching English and the goal of teaching English writing (2) the material of teaching writing (3) the technique of teaching writing (4) procedures in teaching English writing (5) .the implementation of teaching by using picture strip story in increasing student's writing ability. This research purpose is to find if picture strip story used in teaching writing skill can increase students writing skill. The subject of the research is students of first grade at MTs Ma'hadul Muta'alimin Katerban Ngawi which consist of 40 participant. The type of this research is classroom action research. The data of this research are taken from pre-test and post-test. The data were analyzed using scores from pre-test and post-test.The result of the research based on the scores of pre- test and post- test show that teaching writing using picture strip is appropriate and improve the students' writing skill at the first grade of MTs Ma'hadul Muta'alimin Katerban Ngawi. Besides, students' are more interest in teaching writing using picture strips story.

This study is different from those previous studies, because the researcher of the current study will conduct the research of English writing classroom at SMAN 1 Watumalang 2015/2016 academic year. The writer focuses on the classroom techniques used by the teacher to develop students' writing skill at SMAN 1 Watumalang. In addition, the purpose of the research is to observe the classroom techniques used by the teacher at SMAN 1 Watumalang. Further, the result of this research is to knowing the types and the purposes of classroom techniques used by the teacher to develop students writing skill, the teacher and students roles, and then the role of instructional material in teaching writing.

2. RESEARCH METHOD

This research is descriptive qualitative with naturalistic approach to describe classroom techniques by the teacher to develop students' English writing skill at *SMAN 1 Watumalang*. The data of the research are activities, informant, interview script. The writer get data from three sources i.e as event, informants, and document.The writer uses three method in collecting data,

they are observation, documentation, and interview. To analyze the collected data, the writer takes some steps such as reducing the data, displaying the data, and verifying the data. The subject of this research are the second grade students of *SMAN 1 Watumalang*, and the English teacher, Mrs. Risma. The object of this research is focussed on classroom techniques used by the teacher to develop students writing skill at *SMAN 1 Watumalang* in 2015/2016 academic year.

3. FINDING AND DISCUSSION

This research focuses on the questions in problem statements, they are: (1) Type of classroom techniques in teaching English writing skill , (2) Purposes of each technique, (3) Teacher's roles, (4) Student's roles, (5) Instructional material used in teaching learning process at *SMAN 1 Watumalang*.

1) Types of Classroom Techniques in Teaching English writing skill at SMAN 1 Watumalang.

There are several techniques used by the English teachers to develop students' writing skill, i.e: image or picture, guide composition, free writing

- a) Images or picture, the teachers used picture or image to teach the students with the topic taken from a story belonging to narrative text i.e. King of the Jungle. Some pictures used by the teacher in teaching narrative text are, Pinocchio, Cinderella, Snow White, To Be King Poor Monkey Wants. This technique is used to make the students interesting in the material given by the teacher. The objective of picture technique is to help the students more easily build idea when they start to write. Using this technique makes the students more active and more efficient.
- b) Guide composition, this technique is used by the teacher to teach writing biography. Guide composition technique is used by the teacher to help the students make a good writing. In this technique, the teacher guides the process of students writing when the students got some difficulties in arranging the sentences. The objective of this technique is to make the students be able to write correctly.
- c) Free writing, this technique is used by the teacher in teaching writing exposition with the topic environment. Teacher asked the students to write article with the topic of environment and they were free to choose the title. In the process of writing the students wrote without worrying about correct grammar, punctuation, mechanical, or

structure in writing. The objective of this technique is that teacher helps the students more creative in writing activity by writing what is in their main into the paper without any doubt or fear, and no consequence

Table 1. Classroom techniques of teaching writing skill used by the teacher at SMAN 1 Watumalang.

No	Classroom Techniques
1	Image/ picture
2	Guided composition
3	Free Writing

2) The Purposes of Each Technique in Teaching English writing skill at *SMAN 1 Watumalang*.

There are several purposes of each technique used by the teacher to develop students' English writing skill, such as:

- a. Image or picture, the technique can help the teacher to explain to the students the concept that is often difficult to explain in words. With media illustration, the students are expected to formulate an understanding of a concept: the rules of principle, basic elements, processes, outcomes and so on. Then the image technique also speed up the arrival of the students ideas
- b. Guide composition, the objective of the technique is to help the student make the correct sentences in writing English.
- c. Free writing, is used to help the students to write freely, without worrying about correct grammar, punctuation, and spelling. Free writing is the license to write freely and make mistakes without consequences

Table 2. The purposes of each classroom technique.

No	Classroom Techniques	Objectives
1	Image	The technique can help the teacher to explain the students the concept that is often difficult to explain in words. With media illustration, the students are expected to formulate an understanding of a concept: the rules of principle, basic elements, processes, outcomes and so on. -The image technique also speed up the arrival of the students ideas on their mind.
2	Guide Composition	- The technique used by the teacher is to help the student make the correct sentences in writing English. -the technique is used to help the students more careful in writing activity.

		-
3	Free Writing	-The technique is to write freely, without worrying about correct grammar, punctuation, and spelling. Free writing is the license to write freely and make mistakes without consequences. - the technique is used to measure the extent of students' skill in writing.

3) Teacher Roles in teaching learning process writing skill.

Teacher roles in teaching writing of SMAN 1 Watumalang are: teacher as controller (with given instruction to the students like “silent please”), as prompter (like giving some motivation), as assessor or tutor (like repeating the explanation if the students still confused the material), as organizer (like asking the students make a group), as observer (like ask the students one by one to knowing the students understand the material or no), and as model (like the teacher read the correct pronunciation). In addition, these roles are appropriate with what Harmer (1983: 57) states “teachers’ role may change from one activity to another, or from one stage of an activity or another. All roles aims to facilitate the students’ progress in some way or other.” Based on this statement, it can be said that the teachers are tools to facilitate the students in the classroom. In the observation, the writer found some teachers’ roles in each teaching technique. As can be seen in the following table.

Table 3. The teacher’s role at *SMAN 1 Watumalang*.

No	Teachers’ Role
1.	Teacher as Controller
2.	Teacher as Prompter
3.	Teacher as Assessor
4.	Teacher as Organizer
5.	Teacher as Observer
6.	Teacher as Model

4) Students’ role in teaching learning process writing skill at *SMAN 1 Watumalang*..

In addition, Johnson and Paulston in Richards (1985: 23) describe the learner’s roles in individualized approach to language learning are as follows:

- a. The learner is planner of his or her own learning program and those ultimately assumes responsibility for what he or she does in the classroom.
- b. The learner is a member of a group and learns by interacting with others.
- c. The learner is a tutor of other learners.
- d. The learner learns from the teacher, from other students, and from other teaching sources.

Students roles in SMAN 1 Watumalang as planner (when the teacher give instruction to the students to prepare what do the next meeting. Then the students prepare to learn), as group (make a group when the teacher asks to make a group), as tutor (in image/ picture technique students need help from other to show what the meaning of image or picture that other students bring, they share their knowledge to other: how to write based

on picture or image, so the other students can write easily), as monitor and evaluator (when the student cannot answer the question about the material given by the teacher, then the students learning more about the material). It significant with Richard theory.

Table 4. The students' role in teaching learning process of writing.

No	Students Role
1	Students as Planner
2	Students as Group
3	Students as Tutor
4	Students as Monitor and Evaluator

5) Instructional Material used by the teacher at *SMAN 1 Watumalang*.

Cunningsworth (1995: 7) state that the role of instructional material in language teaching namely: (a) A resource for presentation materials (spoken and written). (b) A source of activities for learner practice and communicative interaction. (c) A reference source for learners on grammar, vocabulary, pronunciation and so on, materials as the source for the teacher. (d) A source of stimulation and ideas for classroom activities. (e) A syllabus (where they are reflected) learning objective that have already been determined. (f) A support for less experienced teachers who have yet to gain in confidence.

The materials used by the English teachers at *SMAN 1 Watumalang* are such as textbook (BAHASA INGGRIS written by team VIVA PAKARINDO for second grade), dictionary. These material printed materials. Sometimes, the teacher takes the material from internet. The material taken by the teacher from internet are non-printed materials.

Table5. The instructional Material used in SMAN 1 Watumalang.

No	Instructional Material
1.	as textbook (BAHASA INGGRIS written by team VIVA PAKARINDO for second grade), dictionary.
2.	Supplementary from the internet.

Table of the relation among types of classroom techniques, purposes of classroom techniques, teachers' roles, students' roles, and instructional material.

Table 6

No	Classroom Techniques	Objectives	Teachers' Role	Students' Role	Material
1	Image/ picture	The technique can help the teacher to explain the students the concept that is often difficult to	Teacher as: - Controller - Tutor - Observer - Organizer -	Students as: - A group - A tutor for another learner Monitor	Textbook and internet.

		<p>explain in words. With media illustration, the students are expected to formulate an understanding of a concept: the rules of principle, basic elements, processes, outcomes and so on. Then the image technique also speed up the arrival of the students ideas.</p>		<p>and evaluate their own progress learning</p>	
2	Guide writing	<p>The technique can used by the teacher is to help the student make the correct sentences in writing English especially writing.</p>	<p>Teacher as:</p> <ul style="list-style-type: none"> - controller - Tutor - Organizer - Resource - Model 	<p>Students as:</p> <ul style="list-style-type: none"> - A tutor for another learner Monitor and evaluate their own progress learning - 	Textbook
3	Free writing	<p>The technique is can helps the students to write freely, without worrying about correct grammar, punctuation, and spelling. Free writing is the license to write free and make mistakes without consequences</p>	<p>Teacher as:</p> <ul style="list-style-type: none"> - Controller - observer - Tutor - Organiser 	<p>Students as:</p> <ul style="list-style-type: none"> - A planner - A tutor for another learner Monitor and evaluate their own progress learning 	Textbook

4. CONCLUSION

This study shows that the English teacher at *SMAN 1 Watumalang* used various techniques to develop the students writing skill namely image/picture, guide composition, and free writing. All the classroom techniques used by teacher in *SMAN 1 Watumalang* has purposes in teaching-learning process. The various classroom techniques make the students interested and enjoy the in teaching-learning English writing skill. The students become more active and creative in learning writing skill. Hence, classroom technique used by the teacher is very important to make the students interested and enjoy the process of learning. Further, in teaching learning process of writing at *SMAN 1 Watumalang* the teacher has roles as controller, as organiser, as prompter, as resource, as tutor, as observer and as model. In addition, students also have roles as planner, as group, as tutor, as monitor and evaluator. To complete the classroom techniques, in teaching learning process at *SMAN 1 Watumalang*, there are materials used by the English teachers such as: textbook (Bahasa Inggris written by team Viva Pakarindo for the second grade/ semester two), dictionary and other source from internet.

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