CHAPTER I
INTRODUCTION

This chapter presents background of the study, statement of the problems, purpose of the study, significances of the study, scope and limitation, and definition of key terms.

1.1. Background of Study

People know that a main purpose of language is used for communication. It is very important because through language people can communicate with others. It is supported by Lefrancois (2000: 57) that language is the use of arbitrary sounds in the transmission of messages from one individual or organism to another.

Most of people have known that the most dominant language used in the world is English. Many countries provide English as a main subject of foreign language in their educational curriculum. It is taught in order that people can master English. If people can master english, they can easily enter international world in every part of societies. It is supported by Trask (1999: 128) that English is beyond dispute the premier international language throughout the world. English is everywhere the first language in such as dominant as business, science, technology, communication and popular culture.
Based on the explanation above, English is very important to be mastered. To master English, students need the role of the teacher to teach English. Teachers have the role to transfer their knowledge to the students by giving them subject about English, and they have to practice what they have got in the classroom effectively. It is supported by Brindley (1994:3) that teaching English sets out to support the student teacher in the part of becoming a ‘good’ English teacher – ‘knowing the subject’ by bringing together some of the thinking on key areas in English, and relating that thinking to effective classroom practice.

There are four skills in English. They are speaking, reading, listening, and writing. Speaking is an ability to express massages by speech. Reading is an ability to understand information or knowledge by reading. Listening is an ability that use ear to get information from outside sound that people listen, and the last skill that will be discussed in this research is writing. Writing is an act or art of forming letter on stone, paper, wood, other suitable medium to record the ideas which characters and words express or to communicate the ideas by visible sign (Webster, 2000).

According to Harmer (2004: 41), teaching writing is the way where teacher has to give writing direction to the students, and stimulate them to get ideas; help students when they lose their words, and always give support. Besides, teacher has to give reaction to the content and construction, give suggestion to improve students writing, and evaluate students writing by showing where they write well, and where they make mistake.
In teaching writing, teacher found that their students often used incorrect grammar, and difficult to write. It is the task of teachers to solve them by choosing suitable techniques in teaching writing. It is done in order to make students understand and know how to use correct grammar and also create good writing. It means that choosing a suitable techniques are very important for teacher in teaching writing. By selecting suitable techniques, students will be enthusiasm to write and easier to express their ideas through writing in good result. If the students have written in good result, it means the teaching writing is success.

Technique in teaching writing focuses on what techniques are teacher used and how they apply those techniques in the classroom. Teachers have to create some steps in order to give instructions that are appropriate with the method used. According to Raimes (1983) ‘There is no one way to teach writing, but many ways’. There are several techniques in teaching writing. They are divided as follow: techniques in teaching organization, technique in using controlled writing, technique in using reading and technique in using picture.

Based on previous study, there were also some techniques faced by teacher related to writing. Indahyati (2008) conducted a research about techniques of teaching writing to the fifth semester students of University of Muhammadiyah Malang. She found techniques which were used by lecturing giving model, analyzing, outlining, students teacher discussion, writing exercises, student’s conference and students comment on their peers writing. Based on the explanation above, the writer finds some phenomenon faced by teachers such as students have low motivation. It will
make students feel difficult to catch knowledge that explained by teachers. Consequently, students are lazy to write. Although they create their writing, they will get bad result. Besides, teaching learning facilities are limited. It will make teachers are confused how to transfer their knowledge to the students. Then, students are difficult to create good writing. It is caused by their student’s culture background. Students still construct the writing from Bahasa Indonesia to English. It will make teachers are difficult to change their student’s culture background. Because of the reasons above, the writer wants to know how teachers overcome those phenomenons or other situation that appear. This makes a researcher wants to know whether in other schools using the same techniques in teaching writing or not. Because by doing that, the researcher more understand to know what the techniques used are very efficient and effective in teaching writing, especially in improving the performance and motivation of the students themselves. It is very important in supporting effective classroom situation, because without a suitable technique, it means that, the process of writing in the classroom learning is not successful. That is because the techniques used are not appropriate.

Because of that reason, selecting suitable techniques are very important in teaching writing. It is expected to give practical contribution for the teacher to the effort better techniques to develop and find best way in teaching writing. By doing this, the learners are expected to get motivation in developing their skill in writing. In addition, it is as a determinant of success in teaching writing. Because of that, the
researcher is interested to conduct research about “A study on techniques in teaching writing” which will be conducted in SMA Kertanegara Malang.

1.2. Statement of Problems

The writer states the statement of problem as follows:

1. What are techniques used by teacher in teaching writing at SMA Kertanegara Malang?

2. How are the techniques applied by teacher in teaching writing at SMA Kertanegara Malang?

3. What are the dominant techniques used by teacher in teaching writing at SMA Kertanegara Malang?

1.3. Purpose of Study

Dealing with the statements of problem above, the purpose of study are:

1. To find out the techniques used by teacher in teaching writing at SMA Kertanegara Malang.

2. To describe the techniques applied by teacher in teaching writing at SMA Kertanegara Malang.

3. To discover the dominant techniques used by teacher in teaching writing at SMA Kertanegara Malang.
1.4 **Significance of Study**

The result of the study is expected will influence the teacher or lecturer that will teach and students that will learn writing. From the result, it will anticipate the teacher difficulties in selecting suitable techniques. Moreover, it is expected to give practical contribution for the teacher to the effort a better techniques to develop and find best way in teaching writing. By doing this, the learners are expected to get motivation in developing their skill in writing. In addition, the result of this study can be used as a source of information for the next researchers to continue or develop this research.

1.5 **Scope and Limitation**

Based on the previous research, many topics and lessons can be taken from that study. In this study the writer chooses “A study on techniques in teaching writing” which very interesting to be discussed. The scope of this analysis is focused on the techniques are used by the teacher, the dominant techniques and applying the techniques used by the teacher in teaching writing.

Meanwhile the limitations of this study are techniques in teaching writing are done at SMA Kertanegara Malang.

1.6 **Definition of Key Terms**

To avoid misunderstanding and misinterpretation, the writer presents some terms used in this study:
A. **Technique** is a procedure used to accomplish a specific activity or task.

(http://en.wikipedia.org/wiki/Technique). In other word, it can be said that technique is a specific way used when teaching process is going on.

B. **Teaching** is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. (Brown, 2000).

C. **Writing** is an act or art forming letter on stone, paper, wood, other suitable medium to record the ideas with characters and words express or to communicate the ideas by visible sign. (Webster, 2000).