CHAPTER 1
INTRODUCTION

This chapter discusses research background, research problems, research objectives, research significances, scope and limitation, and the definition of key terms.

1.1 Research Background

In learning English, there are four skills to be mastered, they are: reading, listening, speaking, and writing. Each skill has a different objective that has to be achieved in order to master English language. First, reading skills focus on the student’s ability in understanding and comprehending the reading passage. Second, listening skills focus that the students have to understand oral texts both from direct conversation and audio. Third, speaking skills require the students to produce English orally. The last, writing skill requires the students to arrange the word to be a sentence, and then sentence to be a paragraph.

According to Defazio et all (2010), writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application, and synthesis of new knowledge. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript. This means writing is a skill that mostly uses brain power such as knowledge, comprehension, synthesis, and evaluation that combined with creativity in order to make a manuscript.
According to Siahaan (2013), the student in senior high schools still had low achievement, and they were still confused in identifying the schematic structure of a text. Moreover, low achievers seemed to have less sense of English grammar. They made a lot of mistake in the text they wrote. That is why for the students, writing is considered as a difficult skill because it needs a productive ability to create a kind of text that should be coherent and cohesive. Besides, the student has to pay attention to the grammar, punctuation, etc.

According to Amin (2016) stated that in the new digital and social education is facing great challenges from traditional ways of learning towards innovative ways of learning. Therefore, the role of teachers has changed and continues to change from being an instructor to become a constructor, facilitator, coach, and creator of learning environments. Nowadays, teachers are required to be facilitators helping learners to make judgements about the quality and validity of new sources and knowledge, be open-minded and critical independent professionals, be active cooperators, collaborators, and mediators between learners and what they need to know, and providers to scaffold understanding (Amin, 2016).

Teachers have an important role in the classroom. Therefore, they must create a conducive class and prepare materials that will be delivered to students and use the method, strategy, and technique effectively. Teachers must be able to apply the technique used in the classroom and choose a variety of techniques so that students will keep interested to learn English.
English teaching and learning process need modification, in order to make students more excited and interested in learning English. Teaching is showing or helping someone to do something, giving information, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2001).

According to Powell et al (2013) stated that a stimulus is an event that can potentially influence behavior, while a response is a particular instance of a behavior, the response of one organism can act as a stimulus that influences the response of another organism. By giving the technique in teaching and learning process, the students would not feel bored with various activities in the classroom, so the teaching and learning process can run well and the goals of teaching will be achieved.

There are many kinds of techniques that can be used to teach writing. According to Raimes (in Rahman 2012), there are five techniques used in the teaching writing skill. Namely technique in using pictures, technique in using reading, technique in using controlled writing and technique in teaching organization. In the other words, in teaching writing, the teacher can use these techniques by choosing the right one depending on students’ circumstances.

Based on the previous study, Rahman (2012) found out that their kinds were two kinds of the technique used in teaching writing, namely the technique in using pictures and the technique in using reading. The teacher applied that technique effectively in the teaching and learning process. In addition, Megawati (2014) found out the technique in using picture used by
the teacher was effective to improve students’ ability in writing descriptive text. Also, Hermilah (2016) found out from 30 students, 3 gave (10%) very positive response, 25 students (83.33%) gave positive response, 2 students (6.67%) gave neutral. It means the technique used by the teachers were effective to improve the students writing ability, make them easier to understand the material and helped them to write well. And also, the technique could improve students vocabulary and grammar, and increase the student's activity to write a text.

Based on the explanation above, the researcher is interested in analyzing the technique of teaching English used by the teacher in teaching writing at SMAN 4 Malang. The researcher chooses SMAN 4 Malang because there is no previous research about the technique in teaching writing in that school. Based on that statement, the researcher would like to identify the teaching technique, the implementation of the technique in teaching writing, and the reason why the teacher used that technique.

1.2 Research Problems

Based on the background of research, the researcher is interested in finding out the answer to the question:

1. What are the technique in teaching writing used by the teacher at SMAN 4 Malang?
2. How does the teacher implement the technique in teaching writing?
3. Why does the teacher at SMAN 4 Malang use the technique in teaching writing?
1.3 Research Objectives

1. To know kinds of the technique in teaching writing used by the teacher in SMAN 4 Malang.
2. To know the implementation in the technique of teaching writing
3. To know the reason the teacher at SMAN 4 used the technique in teaching writing.

1.4 Research Significances

The result of this research are expected to give both theoretical and practical benefits as follows:

1. Theoretical
   The researchers hoped that this research gives some contribution on the English teacher in Senior High School, especially when the teacher used the technique. Also, the researchers are expected this research change the way the teachers use the technique.

2. Practical
   a. For English teachers
   The teachers can increase their technique of teaching writing and develop their quality in teaching and learning, in addition, the teachers should understand how to use the technique. The researchers hoped that the teachers can select the technique.
b. For Readers

This research also useful for the readers that want to know the technique of teaching. And also, the readers can increase their knowledge of teaching that can be better for their future, especially for their family.

1.5 Scope of Limitation

This scope of this research focuses on the technique in teaching writing used by teachers’, the implementation in teaching writing used by the teacher and the reason why the teacher used the technique in teaching-learning process. This research limited to one English teacher who teaches in tenth-grade students at SMAN 4 Malang because the researcher did internship program from I to III with the teacher and also in the school. Also, the teacher used one of the techniques when the researcher did internship at SMAN 4 Malang.

1.6 Definition of Key Terms

To avoid misunderstanding of the key terms used in this study, the researcher gives some definition of the key terms as follows:

**Technique** is mean control in teaching activity (Friedland, 2008). The technique is the way of the teacher manages the classroom activities or a particular way to teach. A technique is a particular way applied in order to finish the job efficiently.
Teaching is showing and helping someone to learn how to do something, giving in the study with knowledge, causing to know or understand. (Brown, 2008).

Writing is a skill that is grounded in the cognitive domain. It involves learning, comprehension, application and synthesis of new knowledge. Writing also encompasses creative inspiration, problem-solving, reflection and revision that results in a completed manuscript. (Defazio et al.: 2010).