

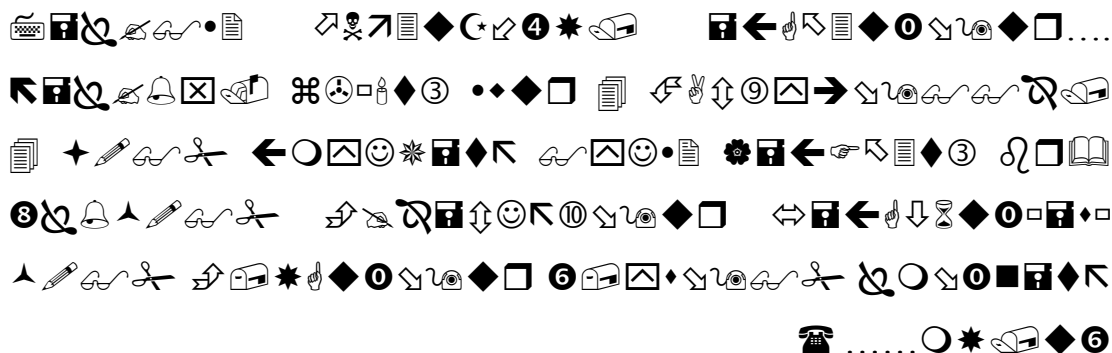
# CHAPTER I

## INTRODUCTION

### A. Rationale

In the analysis of teaching writing, the theories show that the use of writing has developed over the past quarter century.<sup>1</sup> Whatever the theory and whatever the methodology employed, writing has always had an important place in Language Teaching. Until the development of cheap sound recording equipment, writing was virtually the only way of obtaining evidence of a learner’s performance, either as a record of what they could do, or as material for evaluation, as in written tests and examination.<sup>2</sup>

We must realize that writing a language comprehensibly tends to be more difficult than speaking it. When people write, they are, as it were, communicating into space. With spoken messages, many things are visible, but part of shared knowledge can not be taken for granted in writing.<sup>3</sup> In Al-Qur’an in QS. Al-Baqarah: 282 it is said:



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<sup>1</sup> Ronald V. White. *New Ways in Teaching Writing* . (Illinois : University of Wisconsin Press.1995), p. 4.

<sup>2</sup> Ibid., P.4.

<sup>3</sup> Wilga M. Rivers. *Teaching Foreign Language Skill*, Second Edition. (Chicago : The University of Chicago Press) p. 291-292.

Indeed, the performance of writing has always given it a high status, to the extent that ability to write in a foreign language has commonly been taken as the only acceptable evidence of proficiency. The great rise of interest in spoken communication, characteristic of the past twenty years, has challenged the status of writing. The development of oral testing combined with cheap and effective means of recording has reduced reliance on writing as evidence of proficiency. The ability to speak a foreign language has become a more highly rated skill than being able to write in it. Even so, writing in a foreign language such as English still remains an important requirement for learners, especially given the role of English in international communication and commerce.<sup>4</sup>

Likewise, writing, while retaining a significant learning role in language pedagogy, is seen to have an important function in empowering learners in the world outside the classroom. Unquestionably one of the most notable influences on the teaching and learning of writing has been the set of the principles and procedures associated with the process approach.<sup>5</sup> Writing can be viewed as involving a number of thinking process which is drawn upon in varied and complex ways as an individual composes, transcribes, evaluates and revises. Writers have highly varied ways of composing and any writing task involves a highly creative use of process.

Although there are differences between writing in a first and second language, there are many common underlying processes, typically, learner as the writer has to produce relevant ideas, evaluate the ideas in relation to purpose, topic and audience. He

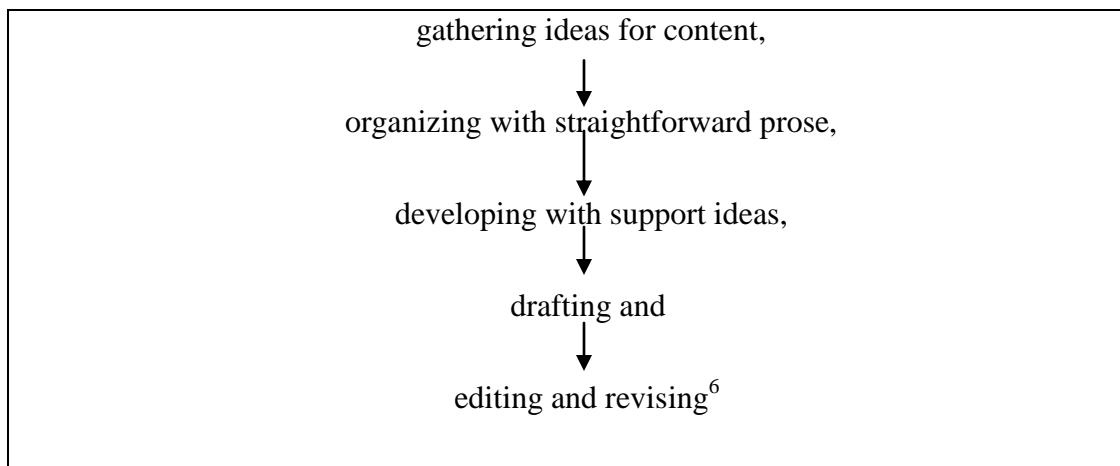
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<sup>4</sup> Jack C. Richard and Theodore S. Rodger. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press), p. 19

<sup>5</sup> Ronald V. White. *New Ways in Teaching Writing*, op.cit..p. 7

or she considers the knowledge, attitudes and tastes of the intended reader, makes decisions about the amount of information, conforms to grammatical and other language conventions, organizes and structure ideas, content and purposes into a coherent whole, writes a draft, revises and improve the draft. Once a draft has been produced, it can be evaluated as a way of developing or improving it. This can be done by the writer, or that whose experience in the teaching learning setting or the teacher. The teacher helps students to make their writing better with fixed conventions of style, format grammatical structure idea, content and purpose into a coherent whole. In common activity, the teacher will give the feedback for learners' revisions and this is very helpful for learners to develop their skills in writing future. It also saves the time in the process of teaching and learning.

From the writing process, the teacher might use *writing process* technique in writing teaching. There are some steps that enable the learners to compose writing, that is:



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<sup>6</sup> Joy M.Raid. *The Process of Composition*, 2<sup>nd</sup> Edition.( New Jersey : Prentice Hall, 1993), p.1

The writing process is the technique which is used by the teacher in teaching writing. The sequence activities lead the students from initial step of focusing on the nature of the mode to completion of a final writing. The modes are such as descriptive, narrative, exposition, comparison and contrast, cause effect, extended definition, argumentation, etc. Here, the teacher should be aware of the skill that their learners need to develop. Particular teaching strategies are needed to help the students feel less pressure and become familiar and comfortable with the process of revising their work.

Some researchers show that in writing implementation, the teacher at school uses the technique that is fundamental in writing process, namely brainstorming ideas, organization and developing ideas, rough drafting and finally revising. This process is traditionally regarded as a solitary process, with the isolated learner communicating with an individual reader. The burden of reading a draft placed on the teacher, an important resource that already present in the classroom. The teacher uses to show the lists of mistakes and errors the learners fault in writing after corrected the writing text of the learner in drafting. The teacher instructs the learner to revise these mistakes. Although this is very useful in making the text more coherent and to improve learner skill in writing but it made the subject are out from favor by the learner.

Writing process is applied in Writing B course at English department IAIN Antasari Banjarmasin and the students have learned about writing process for years. From this fact the writer interested to do research about writing process which is applied in writing B course in the fourth semester. The writer wants to describe if writing process makes learners out of favor. It will be proved based on the theories and application of writing process in the writing B course itself.

Based on the rationale above, the writer is interested in conducting research concerning the process of implementation of teaching writing to improve writing skills of learners, which will be written in a paper entitled: **IMPROVING WRITING SKILL OF THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT IN ACADEMIC YEAR 2009/2010.**

Then to make this research clear and to avoid misinterpretation of the title, the writer hereby explains some terms in regard to the title as follows:

1. Improving

Improving is change that improves something become or make better.<sup>7</sup> It means actions or process of improving writing skill of learners.

2. Writing

Writing is the art putting proper words in proper places.<sup>8</sup> It means anything that is written, such as letter document, manuscript of transcription.<sup>9</sup> Writing is short piece of written work done at school or college. Sometimes, learners are asked to prepare a precise of the reading passage instead of creating a composition.<sup>10</sup>

3. English Department

It is one of the Departments at Education Faculty at Antasari State Institute for Islamic Studies Banjarmasin located in Jalan A. Yani KM. 4,5 Banjarmasin which is the location of the research carried out by the writer.

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<sup>7</sup> Martin H. Manser. *Oford Learner's Pocket Dictionary*, New Edition. (New York : 1995), p. 209.

<sup>8</sup> Larry Barkel, *Communication*, (New Jersey: Prentice Hall , 1981), p. 13

<sup>9</sup> Morgen Walter, et al. *The Hold Intermediate Dictionary of America English*, (California: Holt), p. 944.

<sup>10</sup> Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (New York: Oxford University Press: 1986), p.14.

Thus, the title means the implementation of writing process, prewriting, writing , polishing/revising, proofreading/editing for final draft, publishing and evaluating(feedback), which is done by the lecturer and students in writing B course to improve the fourth semester students in the English Department in academic year 2009/2010.

### **B. Statement of Problem**

Based on the rationale above, the problems of this research can be formulated as follows:

1. How does the lecturer improve the students' writing skill?
2. What are the essential factors that influence the improving the students' writing skill?

### **C. Reasons for Choosing the Title**

There are certain reasons that have made the writer to conduct this title, they are:

1. As an English Department student, the researcher wants to learn more about teaching and learning English, especially writing. The researcher thinks that it needs extra thought to write idea in a good writing.
2. Writing is a skill in English and a part of the language learning process that is very helpful to develop students' written English
3. *Implementation of writing process* is a tool for carrying out a student- centered writing class.

4. Good implementations of the writing process at classes enhance the improvement of students' writing skill.

#### **D. Purposes of the Research**

Based on the problem above, there are three purposes of the research, including:

1. To have better understanding and to describe how the lecturers improve her/his students' writing skill.
2. To have better understanding and to describe the essential factors that influences the lecturer in improving the students' writing skill.

#### **E. Significance of the Research**

The result of this research is expected to be advantageous in the following ways:

1. It will provide information, consideration and input for teachers, particularly English teachers, on the implementation of writing process in the classroom.
2. It will provide information and knowledge about the efforts (strategies and approaches) of teaching writing in the English Department.
3. It will be very helpful to ascertain the conditions which enable the learners to improve writing skill.
4. It also opens an opportunity for other researchers to observe further on the implementation of the writing process.
5. It will be useful to enrich the writer's knowledge and experience on the related field and to learn more about English and teaching writing as well.

## **F. Organization of Writing**

To facilitate the study, the writer organizes the content that includes five chapters as follows:

The first chapter contains the introduction, which consists of rationale, statement of problem, reasons for choosing the title, purposes of the research, significance of the research and organization of writing.

The second chapter contains the theoretical review, which consists of definition of writing, kinds of writing, writing process (prewriting, writing, polishing/ revising, proofreading/editing ,publishing, evaluating/feedback in the writing process), basic understanding of Writing Process, lecturer's effort to improve writing skill of the students and some essential factors that influence the improving the students' writing skill.

The third chapter contains of the method of research, which consists of subject and object of the research, data and source of data, techniques of data collecting, design of measurement, techniques of data processing and analysis, and research procedure.

The fourth chapter contains of report of research result, which consists of general description about the research object, data presentation, and data analysis.

The fifth chapter contains of closure, which consists of conclusion and suggestions.