

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Language is a tool of communication for human life to interact with other people. Language can get from family, the surrounding environment and through education. Language is a unique human activity. It is an instrument processed only by men. All normal people in the world can speak and no group of people without a spoken language has ever been discovered. Language is universal, people in association understand and speak well enough to carry out every activity in their life.

Language becomes an important thing, and people around the world use it. It is a gift from God to human beings as adjusted to one of the Holy Koran that has stated Al-Hujurat verse 13 as follows:

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ﴿١٣﴾

The verse proves that language has a very important role among human beings in every nation and tribes. So, the need of learning a language is very important because the function of a language is for communication.

God in His Holy Koran in Ar-Ruum verse 22 has also granted to human capability in communicating to each other as follows:

وَمِنْ ءَايَاتِهِ ۚ خَلَقُ السَّمٰوٰتِ وَالْاَرْضِ وَاخْتَلَفُ الْاَلْسِنَتِكُمْ وَالْوٰنِكُمْ  
 اِنَّ فِيْ ذٰلِكَ لَآيٰتٍ لِّلْعٰلَمِيْنَ ﴿٢٢﴾

The verse states that God has created the universe and also various languages and skin colors, showing that He has the ability to create everything as the real evidence for those who understand. So, this verse explains that there are so many languages in this world that has been created by God, and one of them is English.

In the globalization era, Indonesian in their daily life will frequently use English. English as a second language and taught formally from Elementary School even up university or colleges. Learning language is not matter of acquiring a set of rules and building up a large vocabulary. The teacher's efforts should not be directed at informing their students about a language, but at enabling them to use it.

The students must be trained adequately in all four basic language skills: understanding, speaking, reading and writing. The students are trained to use his eyes instead of his ears and his inability to achieve anything like correct pronunciation, stress, intonation must be attributed largely to the tyranny of the printed word. The teacher is to train his student in all four skills, he must make efficiently of the time at this disposal (Alexander, 1975, p. viii).

English teacher as facilitator must master English well and know the important components, such as approaches, methods and techniques in English teaching. At the school, many students consider that writing is difficult. English teachers have urgent roles in improving writing skill, teachers' facilities in the writing process between all students in the classroom.

Some students are extremely unconfident and enthusiastic writers. There may be many reasons for this: perhaps they have never written much in their mother tongue. Probably they think that they don't have anything to say and can't come up to ideas (Harmer, 2007, p. 329). When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing. In the case of the former, writing is used as an aide-mémoire or practice to help students practice and work with language they have been studying. Writing is the mental work of inventing ideas, thinking about how to explain them, and organizing them into statements and paragraphs that will be explicit to a reader. In order to reach the purpose of communication through writing, students are needed to have a good ability in writing (Nunan, 2003, p.88).

Referring to above condition, someone believes that writing is a skill that need a serious attention and needs extra works to be mastered it. Mastering writing someone needs a lot of practices. Without practices, writing will be difficult and not interesting, it is also supported by others

skills such as listening, speaking and reading skills, which help to build writing skills.

The English teachers to achieve the goal, she/he must use the right way and have some strategies is by using various techniques. A technique is one of the components of instruction which has important role in teaching learning process, beside the other component. By using various techniques the students perhaps will be more interested in learning writing and they will not get bored and they can master writing skill easily. Thus, teacher should not teach writing continuously.

Based on the description above, it is clear that technique is way which is used in interaction between teacher and students while teaching and learning process in going in. It is hoped with various techniques, the teacher can explain the subject as comfortable as and the students will be easily to understand the material and enjoy the process of learning writing skill in the classroom.

The creativity and the competence of the teacher can make the situation in the classroom fun. On the country, using and choosing unsuitable techniques will cause unreachable purpose. The success and unsuccessful of teaching-learning process can be seen from the used techniques by the teacher. So, English teacher should have ability in selecting the good technique. By using the good technique, the teaching-learning process will be run well.

Many researchers have conducted some researches about teacher's techniques. However they explained the teacher's techniques in different context and situation. For example, Nur Aprianti (2015) has carried out a research on "Teacher's Techniques in Improving Student's Speaking skill at the English Village Marabahan Barito Kuala Regency ". Her research in objectives was to find out the techniques used in teaching English speaking class at the English Village Marabahan Barito Regency namely to know the application of the techniques in speaking class at the English Village Marabahan Barito Regency and to know student's response toward teacher' techniques in teaching at The English Village Marabahan-Barito Regency. The subject of her research are 7 the English teachers and 53 students at the English Village Marabahan. She used observation, interview, questionnaire and document to collect the data. The result of her research showed that the techniques used by the English teachers in regular program are; brainstorming, getting students to self-correct, memorization, repetition drill, using songs, games, and question and answer. Whereas the techniques used by the English teachers in holiday program are; presentation, chain drill, question and answer exercise, discussion, and recording to the students' monologue. by 19.12% average percentage in whole comparison. Her findings about the students' response toward teachers' techniques in regular program; 70% students gave good response toward the techniques used by the teachers, whereas in holiday program, 46% students gave fairly good response toward the techniques used by the teachers.

Another researcher written by Putri Ayu Hidayatur Rafiqoh (2014) entitled “Techniques of English Teaching for Intermediate Program in GENTA Pare-English Village”. She tried to find out the teacher’s techniques of English teaching and the student’s respond toward the teacher’s technique in teaching at intermediate program in GENTA course, Pare-English Village. In her research she found the result about the techniques used by teacher in grammar class are; memorization, use word in sentence, fill-in the blank, and multiple choice. And in speaking class are; word chart, repetition drill, memorization, question and answer exercise, human computer, authentic materials, video recording students conversation and listening music. According to her findings the student’s response toward teachers’ technique in grammar class, 70 % students said there was not different technique in every meeting. And in speaking class, 50 % students said that teacher used the same technique in almost every meeting.

Sa’dah (2012) has conducted a research entitled “Teachers’ Techniques in Teaching Vocabulary for The second grade Students of SMPN 2 Kintap Tanah Laut Regency Academic Year 2012”. The subjects of the research are 2 English teachers. She used observation, test, interview and documentary to collect the data. Her findings found that the teachers techniques in the research used by the first teacher are 13 kinds and the second teacher are 7 kinds. The first teacher’s teaching techniques can improve the student’ vocabulary achievement of the second grade students class A of SMPN 2 Kintap and the second teacher’s teaching techniques also

can improve students' vocabulary achievement of the second grade student class B of SMPN 2 Kintap. It could be concluded that the teacher use various techniques in teaching vocabulary to make the students understand and enjoy when teaching-learning process.

Based on the preliminary observation and little interview with the English teacher at SMP NU the writer found that the English teacher uses various techniques in teaching writing skill. The techniques are word order, fill in the blanks and sentence arrangement. In word order the teacher asked the students to answer individually. In fill in the blanks, the teacher asked the students to complete paragraph with a list of words to choose from. Meanwhile, in sentence arrangement the teacher asked the students to arrange the sentence into a good paragraph.

From the description above, the writer found that the English teacher often uses various techniques in teaching-learning process. To know more the techniques used by the teacher for teaching English particularly writing skill, the writer is interested in conducting this research entitled **“THE TEACHER’S TECHNIQUES IN TEACHING WRITING SKILL OF EIGHTH GRADE FEMALE STUDENTS AT SMP NAHDATUL ULAMA (NU) ACADEMIC YEAR 2015/2016”**.

The reason of the title chosen based on the pre-observation in the field, are that of students often have difficulty in learning English on aspect writing because of the low mastery of the linguistic aspects (structure or grammar). In addition, In SMP NU the students divide into female class and

male class, the teacher teaches the entire classroom from the first class until the third class. So, she must have many techniques when teaching English, especially in writing. The writer interested in to conduct the research in female students. So, based on the reason above, the writer wants to know how she teaches of eighth grade female students with different techniques, especially, in teaching writing skill.

### **B. Statements of Problem**

By the reasons of these observations, the writer formulates the research problems as follows:

1. What techniques are used for teaching writing of eighth grade female students?
2. How is the application of the techniques in teaching writing of eighth grade female students?

### **C. Objective of Study**

The objectives of this study can be stated as follows:

1. To collect the techniques that used in teaching writing at SMP NU.
2. To know how the teacher applies the technique in teaching learning writing process.



#### **D. Significance of Study**

The results which will be reached in this study are the expected:

1. For the teacher, this study hopefully can add information to improve the system of teaching and learning effective and efficient, especially in writing skill.
2. For the readers, this study hopefully can add their knowledge and experience on related field and learning more about English.
3. For the writer, through this study, the writer tries to learn more about the writing. If the writer be a teacher one day later, she can use a lot of the techniques in teaching writing skill.

#### **E. Limitation of Study**

Based on the research question above, the writer will limit the discussion of *“The teacher’s techniques in teaching writing skill of eighth grade female students at SMP Nahdatul Ulama (NU) academic year 2015/2016”*. The research itself will focus to answer of the research questions.

## **F. Definition of Key Terms**

To avoid any mistake toward the title adopted in this research, the writer will be give understanding about some terms in reputed in the title as follows:

### **1. Teacher**

Teacher is a person who teaches, especially someone hired by a school to teach (Morris, 1979, p. 1320). Harmer (2007) argues that teacher is “who view their job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers.” (p. 108)

### **2. Technique**

A technique is realization which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective (Richard & Rodger, 1986, p.15). Therefore, in this research, it can be explained that technique is the way how to do something to achieve the goal in teaching writing skill at eighth grade of female students at SMP NU.

### **3. Teaching**

Victoria (2008) argues that teaching is “work of a teacher”. (p. 455) Teaching is an important one, but it is not an easy job, and can be very rewarding when the teacher see their students’ progress and know that the teacher have helped to make it happen (Harmer, 2007, p. 23). Teaching is

an advance process which can be conceptualized in a number of different ways (Richard & Lockhart, 1996, p. 29).

#### 4. Writing skills

Student's concerns and interests are acknowledged, their writing skills can develop rapidly when they are given numerous opportunities to write, and they are encouraged become participants in a community of writers (Nunan, 1991, p. 88).

#### 5. SMP Nahdatul Ulama (NU)

SMP Nahdatul Ulama (NU) is one of the Junior high schools in Banjarmasin. The location is in the street Rantauan Timur II RT 05 No 56, Pekauman, South Borneo Sub district. The writer conducts the research of eighth grade female students at SMP NU.