AN ANALYSIS OF TEACHER TECHNIQUE IN TEACHING WRITING SKILL AT THE SEVENTH GRADE OF MTS ABU DZARRIN BOJONEGORO

SKRIPSI

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CHAPTER I

INTRODUCTION

This chapter present the background of the study, research questions, objectives of the study, significant of the study, and definition of key term.

A. Background of the Study

Language is a system of arbitrary vocal symbol used for human communication. We use language as a means of communication with others people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. Keraf in Smarapradhipa (2005: 1) states language as a communication tool between community members in the form of sound symbols produced by human speech tools. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if the sender and the receiver understand the information delivered.

However, everybody knows that language cannot be apart from human life. People need language for communication with each other. According to Experts Carl I. Hovland, communication is a process that allows someone (communicator) to convey stimuli (usually verbal symbols) to change the behaviour of others (communicants). By using language, people can express their ideas and feeling. Therefore, language has a central role in students social and emotional development. It can support them in learning all subject matter.

English is one of international languages. This language is used all over the world. As the result, indonesian government has decided that english is foreign language in Indonesia. In addition, it is the first foreign language taught as a compulsory subject in junior high school, senior high school and university in Indonesia. According to Walija (1996: 4), language is the most complete and effective communication to convey ideas, messages, intentions, feelings and opinions to others.

Diversity of language understanding put forward by language experts with different backgrounds. However, from several opinionsthat have differences, basically there are similarities that language is a communication tool between social creatures in the world. Djarjowidjojo (2003: 16) provides the definition of language is an arbitrary verbal symbol system used by members of a language community to communicate and interact with each. Other, ased on the culture they share. Learning a second language is not an easy matter to discuss, it does not require just learning its vocabulary or its grammar, but also its culture, and a new way of thinking and acting. Nowdays, most people are required to be able to master English language, both for communication and public relations. While in informal case, language has function as a tool for communication to the other foreigners in order to build a relationship. Moreover, English language has become a subject in Indonesian schools, whether in Elementary School, Junior High School, Senior High School, and even Vacation School.

In learning English, the student has to deal with four language skill (listening, speaking, reading, and writing) and this learning is supported by language components such as grammar, vocabulary, and spelling. Those four

skills are related to one another. Consequently, an English teacher has to consider these four skills in dealing with the English materials. The teacher may not leave one skill behind the others so the teaching of these four skills should be done in the integrated way and comprehensive way. Arrows indicate the direction of communication (input and output). How to get input (also called 'reception') from listening and reading and producing output (also called 'production') through speaking and writing. While the two methods of communication, namely oral (spoken) and through writing (written). Like learning Indonesian, learning English starts with listening first, then speaking, then reading, and finally writing (Neno, 2013).

Writing is a process, and it has to be done little by little, not instantly. According to Tarigan (1985: 5), writing is productive skills for writing an indirect communication and the nature of character is very different from that expressed by speaking directly, therefore writing is included an ability. Sometimes, teacher still face a little bit difficult in starting writing. So, it is also still very difficult for our students as a beginner. Writing a paragraph or genre, we have to get the keywords or main idea first. And as we know that in the process of writing we have some stages or steps to produce the final text. And one of them is through clustering technique. It is the first step to generate our ideas by making such cluster after we got our keywords for the paragraph.

Broadman and Frydenberg (2002:11) state, "Good writers think, plan, write a draft, rewrite, think, and rewrite until they are satisfied". They also add that writing is a continuous process of thinking and organizing, rethinking and reorganizing. Good writers go through basic steps. The six steps are assessing the

assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. That is way writing might be considered as the most difficult skill for the students in every grade because there are many steps in writing process and students have to find their ideas to start their product; think about what to write, how to elaborate it, then arrange those ideas into some phrases to become a good writing project.

Cimcoz (1999:1) states, "Students have not been taught to make their ideas flow on paper. They do not know how to write, feel stupid when they cannot find the right words, fear critism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper".

Rusyana (1984: 191), provides a limitation that the ability to write or compose is the ability to use language patterns in a writtendisplay to express ideas or messages. If the student always write what they want to write without the teacher asks them, their writing skill will improve well. So writing is also about habit. We can differentiate between students who love writing can make some paragraphs of a text well. Their sentences are grammatical, their ideas are meaningful, and every sentence in each paragraphs are quite creative. But, the students who do not love writing that much will get lack of ideas when they try to write in a black of paper. That is why, that have grammatical error, their sentences are not accurate, and they just can make at least on or two paragraphs.

However, in teaching writing student, teachers must be optimistic that students can improve their writing ability if each student has a will to study and try to write and it must be continuously. Therefore, teachers have to do an

interesting teaching learning process in class to get attention from their students and give motivation to write. Fauziati (2001: 150) state that prewriting , drafting, revising, and editing take place throught out the process of writing and more detailed account of stage of writing has been proposed by White and Ardnt who argue that stages in process writing include generating ideas, focusing, structuring, drafting evaluating, and reviewing, whichall interact recursively.

Brown (2001: 334) states that learning writing is just like learning to swim. Learning to swim can only be practiced if there is a body of water available and usually only if someone teaches too. People learn writing if they are member of a literate society and usually only if someone teaches too. If someone wants to be able to swim, he cannot just master the theories to swim, but he has to get into the water to practice and apply the theories on ourselves. Same in writing, if someone wants to make a good writing, he cannot just focus on the theorist, but instead he must plunge into the real writing world where he would practically involved in writing.

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, and to create a literary work. A teaching method/teaching technique comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into

account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning an original thought enhances creativity.

The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to learning, teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. Nasution (1982: 8) suggest teaching activities are defined as all the complex activitiescarried out by teacher in organizing or managing the environment as well as possible and connecting it with children so that learning occurs. It is primary role of teachers to pss knowledge and information into their students. In this model, tecahing and assessment are viewed two separate entities.

According to Bower (1987: 150), Bower argues that with learning we can shows the relative changes in behaviour that occur due to some experience that has been experienced and also the training that has been done in the previous time. Student learning is measured through objectively scored tests and assessments. In student-centered approach to learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teachers primary role is to coach and facilitate student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and and assessments are connected; student learning is continuosly measured during

teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combination of these.

In this study, the researchers wanted to investigase the learning techniques used by English teachers in teaching writing skill. Researchers will choose two English teachers for their research subject because the teacher has a lot of knowledge and knows many ways to teach writing correctly based on the use of techniques and others in class selection the researcher choose class seven to be used as an observation class, especially in the female class because in the female class they tended to be more diligent and enthusiastic in learning higher than the male class. As it was reported in Kompas (May 4, 2012), many Indonesian students' cannot write an essay to apply scholarships abroad.

Indicators of teaching writing with good techniques in this study will be obtained from the teacher's statement. First, the teacher always enters the class on time during his class. Second, the students were enthusiastic in participating in class learning well. Third, the teacher has and uses learning techniques that are apllied in the classroon. Fourth, the teacher implement techniques that are used well in the classroom so student are able to understand learning properly and correctly. According to Cohen & Dornyei (2004) depends on various factors as the duration and intensity of the course, the characteristics and abilities of teachers, the accuracy ofteaching methodologies, the quality of textbooks, the size and composition of student groups, the native numbers targeting language practice opportunities, and the characteristics of language learning.

The research will conduct to the research at seventh grade of MTs Abu Dzarrin Bojonegoro, because the researcher conduct to observation to teach and know the student's less in ability of writing in school. The researcher tries to describe the analysis indicators to see the students ability in writing at seventh grade at MTs Abu Dzarrin Bojonegoro. The researcher write thesis topic in this thesis under title *"An Analysis of Teacher Technique In Teaching Writing Skill of the Seventh Grade Students at MTs Abu Dzarrin Bojonegoro"*.

B. Research Questions

An Analysis of Teacher Technique in Teaching Writing Skill at the Seventh Grade at MTs Abu Dzarrin Bojonegoro is the main point of this research. Therefore, research questions of this research are :

1. What were the techniques of english teacher in teaching writing skill at the seventh grade of MTs Abu Dzarrin Bojonegoro?
2. How did the english teacher implement the technique in teaching writing skill at the seventh grade ofMTs Abu Dzarrin Bojonegoro?

C. Objectives of the Study

This research aims to find out the teacher technique in teaching writing skill of the seventh grade at MTs Abu Dzarrin Bojonegoro. The spesific objectives of this research are :

1. To find out the English teacher technique in teaching writing skill use at the Seventh Grade of MTs Abu Dzarrin Bojonegoro.
2. To describe the implement of English teacher technique in teaching writing skill at the Seventh Grade of MTs Abu Dzarrin Bojonegoro.

D. Significant of the Study

Basically, there are three kinds of significant of the study: the theoretical significance, the practical significance, and the pedagogical significance. The significances are as follows:

1. Theoretically significance

   The research findings will enrich the previous theories and research finding of language skill, especially writing and effective teaching of writing.

2. Practically significance

The research finding would also give some advantages to English teachers, the curriculum makers and the effort to develop the learning and teach a language in school.

3. Pedagogically significance

The research finding would also give some advantages to the further research and development effort as a reference and empirical evidence.

Considering those three kinds of research significance, I conduct the study in order to give advantages to both the student and the English teachers.

   a) For students

   Knowing that it is still difficult for the senior high school students in techniques clustering in writing, I try to find out the appropriate way or technique for solving this problem. And the technique has to give the contribution, especially for the students. It will give an appropriate technique to generate ideas in developing their skill in writing.

b) For English teachers

This research gives advantages not only for the students but also for the teachers as a people who will give more contribution to the students understanding and students mastery. It will give alternative technique to make easier and more effective to clustering technique in writing for their students. The teacher will get more way or technique in their teaching to be more effective and full variation.

E. Definition of Key Term

1. Teaching Technique

According to Usman (1994: 3), teaching is guiding students in teaching and learning activities or in other words that teaching is an attempt toorganize the environment in relation students where teaching materials that cause the learning process occur. Teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Technique is a particular method of doing an activity, usually a method that involves practical skill. According Gerlac and Ely (Hamzah B Uno, 2009 :2), technique are roads, tools, or media used by teachers to direct student activities towards the goals to be achieved. Teaching technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into group and

breaks assignments into pieces that the group assembles to complete the teaching technique puzzle.

According Nana Sudjana (2005: 76), the learning method is the method used by the teacher in establishing relationships with students during the course of teaching. A teaching method/teaching technique comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning an original thought enhances creativity.

2. Writing Skill

Writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, and to create a literary work. According to Pranoto (2004: 9), writing means pouring throughts into written form or telling something to others through writing. Writing can also be interpreted as an expression or expression of feelings as outlined in written

form. In other words, through the writing process we can communicate indirectly.

According to Suparno and Yunus (2008: 1.3), writing can be defined as "An activity of deliveing messages (communication) using written language as a media tool". Good writing skill are essential for effective communiction. The better you write, the more easily readers will understand you. Learning to write well takes time and practice. It has been agreed that writing is a means of communication made possible through graphics symbols, arranged according to certain conventions to form words which in turn are arrenged toform sentences. The sentences are logically and grammatically connected to form a piece of writing.

Writing like listening involves a writer (producer) and a reader (receiver). Writing involves interaction between the writer (encoder) and reader (decoder). Communicative writing means the use of orthography in order to construct gramatically correct sentences which communicate a meaning to the rider. According to Hargrove and Pottet in Abdurrahman (1998: 239), suggest that writing is visual depiction of thoughts, feelings, and ideas by using the symbols of the writing system for communication or note taking.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The main concern of this qualitative research is to see the use of teacher technique in teaching writing skill to the seventh grade students of junior high school.Theoritical background, Review of the previous studies, and framework theory of recent studies are provided in this section

A. Theoritical Background

1. General Concept of Writing

Writing is one of four language skill besides reading, listening and speaking. According to Hayland (2004: 10) "writing is way of getting things done. To get things done such as, describing something , telling a story, requesting an overdraft, drafting an essay and so on, one must follows certain social conventions for organizing messages, and these conventions can be described and taught". In learning writing, it is not easy. Oshima and Hogue state that "writing is not easy for both native speakers and new learners of English".

From definition above, it can be conclude that writing such as how to obtain ideas about what s/he will write on chronologically. Teaching writing is not east because writing is a productive skill that has several components, such as, vocabulary, harmony, unity and grammar. Through writing, students can express all the problems in witing form, but almost all of the students have a difficulty in writing text, especially English text, some of the difficulties in writing are expressing their ideas and using grammar correctly.

2. *Definition of Writing*

Writing is one of the language skills belonging to productive skills. Celse Murcia (2000) explains productive skills as an action to produce witten words that the result a text but the text must be read and comprehended in order for communication to take place. In the other words, the text which is produced should be clear and meaningful so that the readers can understand the intended meaning.

Writing is also tool to share feelings, thoughts, and ideas. Again, it is used to communicate in the daily life. This is supported by Coulmas (2003), who says that th primary purpose of eriting is to communicate meaning. In addition, Browne (1999) states that writing as a method of communication can be used to establish and maintain contact with others, transmit information, express thoughts, feeling and reactions, entertain, and persuade. In line with this, Troyka (1987:3) in Rahardian (2003: 11) says that writing is a way of communicating a message to readers to share information, persuade, and entertain. Furthermore, Halliday (1985b) in Nunan (1993) suggests that written language is used for action (for example, public signs, product labels, television, and radio guides, bells, menus, telephone directories, ballot papers, computers manuals); for information (from example, newspaper, current affairs magazines, advertisements, political pamphlets); and for entertainment (for example, comic strips, fiction books, poetry, and drama, newspaper features, film subtitles).

From the statement above, it is no doubt that writing is really essential in the human life. It helps the humans' life to be easy because the meaning can be

expressed through writing. Harmer (2001) says that writing is undeniably developed into an instrument that helps human communicate with one another quickly and easily.

Because writing is used to communicate meaning or purpose, it is necessary to make the writing clear to be understood by the readers. It involves complex thinking that must integrate some components of writing. In line with this, Richards and Renandya (2002) say that writing is the most difficult skill to master for the English language learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into a readable text. This view is also supported by Bashyal (2009), who assumes that writing is a complex task that requires a variety of skills such as mastering vocabulary, grammar, and organization of the text.

To summarize, writing is means to share feelings, ideas, and thoughts in the form of text which has several purposes. It is one of the production skills that is very essential in human life and considered as the most difficult skill to master for English language learners.

3. *Components of Writing*

Carroline (2006: 98) mentioned that writing is not only drawing some words on a piece of paper and formulating letter together. Writing is about meaning. If you just write letter and it does not have meaning it is not classified as writing. Writing needs some components to make it as a good writing and has meaning. Components of writing are very important to make our writing good and easy to understand by the audience. There are five components of writing by Harmer:

a. Organization

It contains reasonable sentences that support the topic of writing. Organization is needed to understand the meaning of text. If the idea and sentences are well organized it can be understood by the reader.

b. Content

Content refer to the sentences that flow easily and is not too hard to understand. Reasonable sentences or ideas that are arranged into a good story refer to meant by the content. The content also includes the idea of the writer. It means that what writer is going to convey ideas to the reader.

c. Grammar

Grammar is connecting with how the words are arranged into good sentences. Good means correct in the tenses and has meaning. Some student got the problem with grammar. This is because some of them are still confused what verbs that should be used in the sentences. They cannot differentiate between the verbs that should be apllied according to the times. Another problem is the using of 'to be' in English, so because of those mistakes sometimes their writing cannot be understood by others.

d. Punctuation

Punctuation or spellings are important in writing. It is needed to make their writing sounds reasonable to be read. We need to put capital letter, commas, and point in our writing. We should pay attention dealing with punctuation or spelling. This ability needs careful practice.

e. Style

Style deals with the precise vocabulary usage and the use of parallel structure. Vocabulary takes important role in English. Vocabulary is the basic thing that should be owned by the students. Without that, they cannot many kinds of English tasks. The lack of vocabulary means the failure in the communication. So in writing, students must have enough vocabulary to make it succeed.

4. *Writing process*

Writing and speaking are a part of action. The process include discovering idea, giving idea, and sharing information. However, writing belongs to complex skills. It is a not as simple as speaking. Writing is a matter of communication on a piece of paper (Mayer,2003: 2). When drawing on a piece of paper, we present the idea in logical order. The important thing is how we make it as a good paragraph and the reader can understand our writing.

In producing a good composition, of the text, there are many stages before to follow, as stated by Meyers (2005: 3-12), there are six steps in good writing. They are:

a. Explore Idea

Writing first involves discovering idea. It is the first step decide the topic and idea on the piece of paper. A writer has to explore his/her mind as many ideas as possible freely, then record it to save the idea.

b. Pre Write

It includes brainstorming the idea. Pre write is the process of gathering the idea and starting to list your idea into words. There are three steps pre writing. The first is brainstorming. It is listing thought as they come in mind. The second is clustering. The writer may write the subject in the middle and start to write the related idea around the subject. The last is free writing. The writer writes some simple sentences without worrying about structure, spelling, logic and grammar.

c. Organize

A writer begins to organize ideas after putting them into words. This process involves selecting, subtracting, adding ideas, and then outlining.

d. Write a first draft

In this step, a writer quickly to record his or her thoughts and then put notes and new ideas in margins.

e. Revise the draft

Revising in the most important step in writing among others step. After completing the first draft, the writer may add or omit ideas of material, move, and remove which are irrelevant and, revise it several times to produce good composition of text.

f. Produce the final copy

After finishing the revision, notice that the final copy is more entertaining than the original. All of its content develops the main point. Its sentences are clear and have plenty of details.

5. *The Important Aspects of Writing*

When people communicate their ideas or thoughts to other people in the written form, it is necessary to write in a thoughtful and clear form in order to get a successful communication. Writing has its mechanical components which can make a good and understandable writing. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts (Harmer, 2004).

The first aspect is handwriting. Though a lot of writing is typed on a computer keyboard, handwriting is still necessary in exams, postcards, personal letters, written assignments, and forms. Handwriting is a personal issue that students should not all be expected to use the same style.

Besides handwriting, spelling is considered as an important aspect in the writing text. Spelling is words with the correct letters in the correct order. Spelling is important in the writing because it relatively makes English writing easy to read (Harmer, 2004). Though incorrect spelling does not often prevent the understanding of a written message, it can affect the reader's judgment. Saddler (2006) in Westwood (2008) confirms that exhibiting difficulties in spelling is considered as the lower level of poor writers.

The third aspect is punctuation. Punctuation is also important in writing. If capital letters, commas, full stops, sentence, and paragraph boundaries are not

used correctly, this cannot only make a negative impression but can also make a text difficult to understand. Accordingly, Celce-Murcia and Mariane (2001) also state that to make the communications via text intelligibly, it is important to present a product which does not suffer from illegible handwriting, numerous spelling errors, faulty punctuation, or inaccurate structure.

In addition, Harmer (2004) mentions some aspects in the written text namely purpose of the writing, genres, text construction, cohesion, cohesive, and register. All those aspects are interconnected. The purpose of the writing will determine the content, the types of writing, and also the language used of the writing. Genre is the writing construction or category of literacy writing such as fiction, narratives, and recount. The purpose of the writing and also the genre will influence the construction of the text. The construction of the text deals with the process of putting words together in well-formed sentences, paragraphs, and text. Harmer also says that for writing to be truly accessible, it also needs to be both cohesive and coherent. Cohesiveness deals with how the sentences to other sentences stick together by the grammatical or lexical relationship while coherence is the relationship of sentences in a text that makes a clear meaning.

The last aspect is register. Register is a word used to denote the actual language that the authors use in a particular situation when communicating with a particular group of people. It is related to the choice of vocabulary which will be used in the writing and based on the genre.

By the explanation above, it can be concluded that there are some important aspects in the writing skills. It is not only the mechanic aspects namely

handwriting, spelling and punctuation but also the purpose of the text, the genres of the writing, the text construction, the coherence and cohesive, and the register

6. *The Process of Writing*

The writing process is one of the points in writing that is given big attention by some English teachers (Hyland, 2003). It deals with how the writers create and produce a text. Referring to the nature of a process, there must be series of stages in order to produce a written text.

According to Harmer (2004), there are four elements in the process of writing, namely planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows.

a. Planning

In the planning process, writers try and decide what it is they are going to write. They also have to think about three main issues. In the first place they have to consider the purpose of the writing since this will influence (amongst other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. In the second place, they have to take into account the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language. Seow in Richards and Renandya (2002) add some activities in the planning process. The first activity is group brainstorming. In group brainstorming, group members are allowed to spew out all of the ideas. The students are totally free to put out all of the ideas because there is no right for the wrong answers. Some teachers in English language learning sometimes use clustering to get the topic.

Here, the teachers provide some word stimuli and then the students form words related to those word stimuli. The words are circled and then linked by lines to show discernible clusters. Another way to brainstorm the writers' ideas is through rapid writing. In rapid free writing, the students write down single words and phrases about a topic freely and rapidly in 1 or 2 minutes. The time limit keeps the students' minds ticking and thinking fast. The last activity is wh-questions.

In this activity, students generate who, why, what, where, when, and how questions about the topic. More such questions can be asked of answers to the first staring of wh-questions.

b. Drafting

Johnson (2008) defines drafting as the writers' first attempt to capture the ideas on paper. In this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The writing is not finished yet and that can still be changed.

c. Editing (reflecting and revising)

In this stage, the students read all sentences they have written to see where the sentences work and where those do not work. The editing can be done by the students themselves, the classmates, and also the teacher through a feedback. Richards and Renandya (2002) suggest some simple checklists to alert students to some of the common surface errors. They are about the using of tenses, concord, verb form, preposition, article pronoun, and avoiding of fragments. In line with this, Nation (2009)

emphasizes that editing not only involves going back over the writing and making changes to its grammatical and vocabulary correctness, and appropriateness, but also to its organization, and style.

d. Producing a final version

After the process of editing the written text is done, the text can be changed based on the editing to make the better text if it is necessary. Then, it is the final version. This final version may be different with the plan and also the draft because things have changed in the editing process.

The process of writing is recursive (Harmer, 2004). It means that the student writers are very possibly to re-plan, re-draft, and re-edit. Even when student writers already get to the final draft, they may find that they can change their mind to re-plan, re-draft, or re-edit. Accordingly, Harmer (2004) also represents a writing process as a process wheel. The figure of process wheel is as follows.
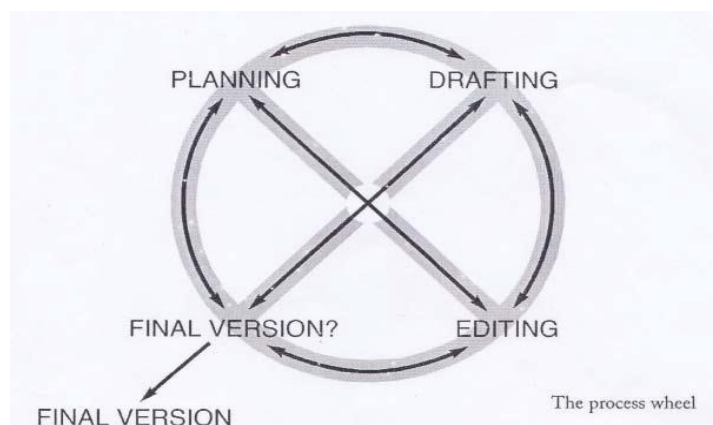

Figure 1. The Process Wheel

7. *Teachning Technique*

    a. Keyword Induction Technique

    One of the innovative efforts in packaging learning to write poetry is with the keyword induction technique application.

    b. 3M technique

    3M technique stands for observing, imitating, and adding. This 3M technique is actually not a very new thing.this technique is inspired by what Mardjuki taught (In Harefa, 2002:31), a creative writer who was well known tojournalists in Yogyakarta in the 80s, to young writers, namely with his 3N . Thistechnique is usually applied in writing news texts.

    c. Field Trip Technique

    Field trip technique is a technique of teaching and learning students under guidance of teacher visiting certain palces with the intention to study. This is very suitable for improving learning to write presupposition.

    d. The 180 degrees Presupposition Technique is Different

    This technique is a technique that helpsstudent write stories, especially narratives. This narrative is name 180 degrees because the method used is to reverse the character of the story that already exists or is common in community.

e. Clinking Button Technique

The jingling button technique is a technique used to improve writing skills in completing the story of hitch hiking. This technique uses buttons as an intermediary tool to assist learning.

8. *Teaching Writing*

In the previous section, it is said that writing is useful for delivering a message for several purposes. In other words, writing is one of ways apart from speaking to communicate in everyday life. Millions of people especially students want to improve their English skills including a writing skill because of the evergrowing need for good communication skills in English. This condition demands the quality of English language teaching to increase.

In fact, a writing skill is a difficult skill to be mastered. Richards and Renandya (2002) say that writing is the most difficult skill to master for English language learners. The difficulty lies in generating and organizing ideas, and translating these ideas into a readable text. Moreover, Bashyal (2009) also states that the writing skill is a complex task that requires a variety of skills.

So, in the teaching of writing, there are many aspects which are considered as the difficult things. Harmer (2004) confirms that teaching writing is not just dealing with the mechanics aspects but it is about helping students to communicate real messages in an appropriate manner.

In line with this, Harmer (2004) also proposes some tasks that should be applied by English teachers in teaching writing. The first task is demonstrating. The teacher has to demonstrate the writing conventions and genre constraints in specific types of writing. The writing conventions are for making the writing

meaningful, and the genres constraints are to make the writing has a certain purpose.

Secondly, the teacher needs to motivate and also provoke the students in writing. Student writers often find themselves lose their words. Here, teachers can help them through provoking the students into having ideas, engaging them with the value of the task, and persuading them what fun it can be.

Thirdly, the English teacher needs to act as a supporter to the students. Supporting is related to the teachers' role as a motivator and provoker. Here, teachers help the students who need a lot of helps once they get going both with ideas and with the means to carry them out. Teachers need to be always available in the writin classroom and prepare to overcome students' difficulties.

The fourth task is responding. The way teachers react to the students' work can be divided into two main categories, that of responding, and that of evaluating. In the responding task, the teachers react to the content and construction of a piece supportively, and often make suggestions for its improvement. Teachers do not grade and judge the students' work but they just tell how well it is going so far.

The last task is evaluating. Teachers evaluate the students' writing for test purposes by showing where they wrote well and where they made mistakes. Teachers may award grades.

In addition, Hyland (2003) says that the teaching writing is not only about planning and making a course but it needs some orientations based on the aspects of writing in each organizing the writing teaching. The orientations on teaching

are focusing on language structures, text functions, theme, creative expression, composing process, content, or genre.

To summarize, teaching writing needs a big effort to make the learners communicate meaningfully in an appropriate manner. The English teachers as a main component in the teaching learning process should maximize their roles to demonstrate, provoke, motivate, support, response, and evaluate in the writing teaching learning process. To some extents, the teacher needs to involve the concept of writing for the orientation in teaching writing.

9. *Teaching Writing at Junior High School*

Junior High School is transition from the period up to the more frequent play and tend to be very indifferent to the learning environment to the period in which the student were need to be able to have responsibilities for their academic achievement for their future.

Teaching Writing at Junior High School is teaching how to write effectively is one of the most important life-long skills educaters impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write.

10. *Curriculum of Junior High School*

Curriculum is an important tool for the success of education. Without appropriate curriculum, it is difficult to reach the goal of education. In the curriculum change and improvement to adapting the curriculum with improvement and progress of time in order to achieve the maximum result. Curriculum change based on awareness that development and change that occur in

society in Indonesia, global challenge, dvelopment of science and technology. The continuous change requires the improvement of naationaleducation system, include the completion of curriculum in realizing a society who are able to compete and adapt with change.

Based on Curriculum 2013, Teaching Secondary School Students (Junior High School Students) has focus in developing in the scope of knowledge, ability, critics, creative and innovative. There are some core competences and basic competence that students should reach. Those comptences have goal that students can apply it in daily activity, develop their thinking, their ability and curiosity so they have critics thinking.

Writing as one of four language skills that is taught in junior high school includes as one of core competence in Curriculum 2013, which is students should apply their knowledge and try to make a product of writing. As one of core competence in curriculum 2013, writing includes writing the genre based writing. The goal of genre based writing is to make students have competencies to make a product of genre based writing.

B. REVIEW OF THE PREVIOUS STUDY

In this part, the reearcher will review some previous studies related to my study entitled "An analysis of teacher technique in teaching writing skill at seventh grade of MTs Abu Dzarrin Bojonegoro". The researcher review the studies that support my view.

First, a study is done by Sukmawan Bimo Sejati (2014) with the title *The Combination of Video and Video-Based Picture Strips to Inprove Students' Writing Skill of Procedure Text.* He found that the use combination of video and
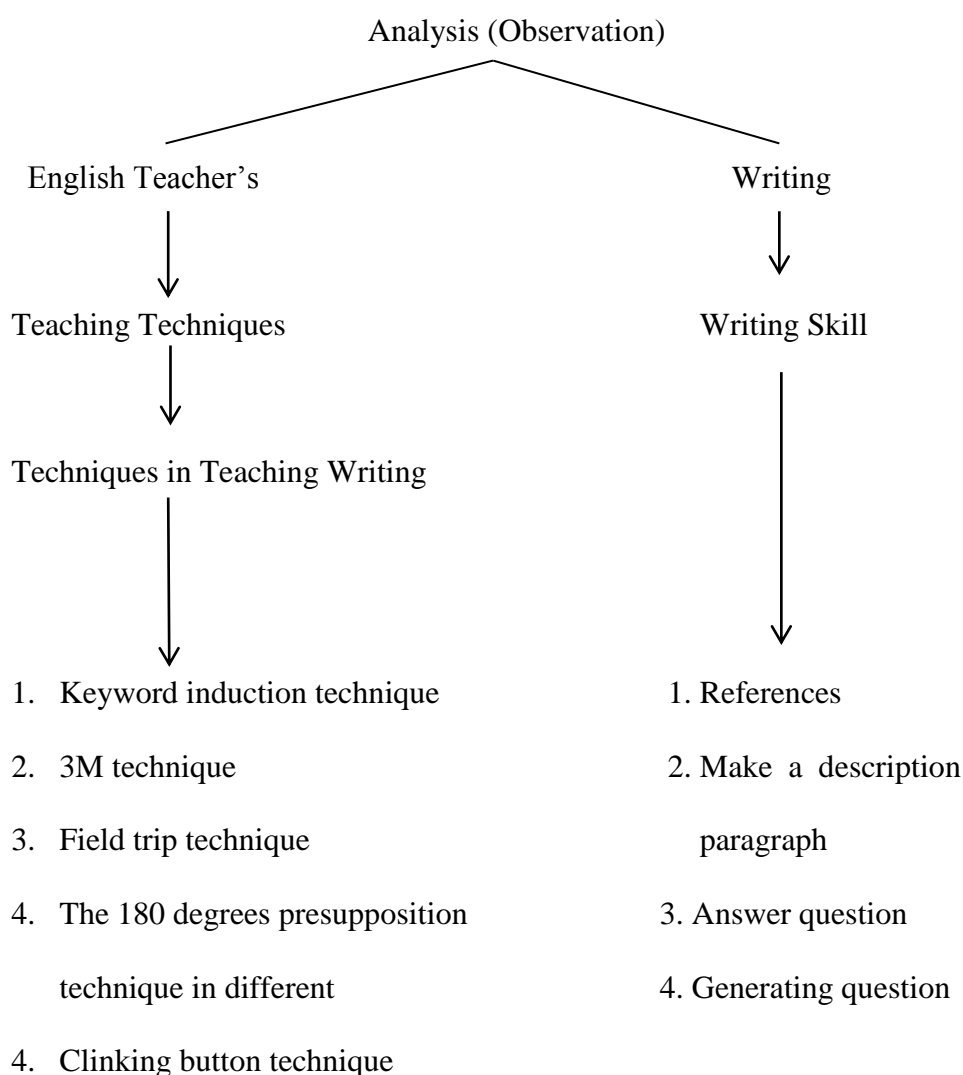
video-based picture strips can improve the students writing ability in procedure text at the seventh grade student of SMPN 2 Binangun. The chosen media are video and video-based picture strips based on questionnaire and students' checklist, it shows that the implementation of videoand video-based picture strips as a teaching media gets a positive response from the student and most of them feel that this kind of teaching can give significant benefit to their writing skill. In summary, teaching using video and video-based picture strips appears to be beneficial in developing students' skill in writing procedure text.

Second, Nafik Fitriana (2011) also did research with the title *The Use of Animation Movies to Improve Students' Writing Skill of Narrative Text (An* Action Research Conducted at the Eleventh Grade of SMAN 1 TERAS in 2010/2011). The use of animation movies was one of alternative media that was appropriate in teaching writing. It was because they would not be bored during the lesson, and they were motivate in joining the writing test. It is proven that it could improve students' writing skill and the students' attitude toward writing especially for the eleventh grade students of SMA NEGERI 1 Teras, Boyolali.

Third, jurnal thesis from Joko Nurkamto. He is a student of Sebelas Maret University and his title is *The Effectiveness of Collaborate Writing Technique to Teach Writing Skill Viewed from Students Creativity.* The differences of writers'paper are the way of analysis data (SPSS and manual analysis), the kind of the text (descriptive text and students' creativity) and the kind of assignment (skripsi and thesis).the similarities of writer's paper are the kind of research (quantitative research) and thekind of technique.

The similarity between this study and the study that the researcher will be done is that weare focus in writing skill. According to those previous studies which show the teacher teachnique in teaching writing skill which can increase the ability of students writing skill.

C. Framework Theory

Analysis (Observation)

English Teacher's

Writing

Teaching Techniques

Writing Skill

Techniques in Teaching Writing

1. Keyword induction technique
2. 3M technique
3. Field trip technique
4. The 180 degrees presupposition technique in different
4. Clinking button technique

1. References
2. Make a description paragraph
3. Answer question
4. Generating question

The diagram above shows that the framework of the concept will construct in this research. Analysis English teacher and technique teaching writing skill. In observing English teacher there are techniques in teaching writing skill will be

analysis by the researcher. The concept of writing skill will be analysis technique of teaching writing skill. In conclusion, the researcher analysis when the teacher teaching writing skill after the researcher analysis the concept above.

CHAPTER III

RESEARCH METHODS

To carry out this study, I used an Qualitative Research. This point presents research design, the presence of researcher, place and time of the stuy, subject of the study, sources of the data, procedures of data collection, technique of analysis data, and the trustwothiness of the data.

A. Research Design

Research is a formal and systematic application to study a problem. This study needs a systematic method called research design. This research design is used to predict and examine the problem of the study. In this study, I used the design of the research was qualitative research, because the aim of the research is to know teacher technique in teaching writing skill and also to describe the students writing ability after using this learning technique.

Crosswell (2009: 168) state that in qualitative observations are those in which the researcher takes field notes on the behavior and activities of individuals at the research site. It is clear that in observation the researcher observes teaching and learning process in the classroom and students response during teaching and learning process.

The qualitative research method involves the use of qualitative data which in the form of analysis such as *interview, documents,* and *observation*, in order to understand and explain a social phenomenon. In information Technology and Communication, there has been a general shift in research away from

technological tomanagerial and organisationalissues, and thus there is increasing interest in the application of qualitative research methods. Qualitative research methods originated from social sciences to enable researches to study social and cultural oriented phenomena. The use of qualitative method and analysis are extended almost to every research field and area. The method generally includes data sources with observation and respondent observation, interview, documents and researcher's impression and perception.

B. The Presence of Researchers

Qualitative research is an approach that emphasizes the result of observations of researchers. In fact, in qualitative research, the position of the researcher becomes the key instrumen. For this reason, the vaalidity and reability of qualitative data depends a lot on the methodological skills, sensitivity, and integrity of the researchers themselves.

To be able understand the meaning and interpret that phenomenon and symbols of interaction at the research location, it requires the involvement and appreciation ofthe research towards the research subject in the field. With this involvement and appreciation, the researcher gives judgment in interpreting the meaaning contained in it. This is another reason why researchers must be key research instruments.

As key instrument, the presence and involvement of researchers in the field is more likely to find meaning and interpretation from the research subject compared to the use of non human tools (such as questionnaire instruments),

because researchers can confirm and recheck the subject if the information is less or incompatible with interpretation of researchers through member checks.

As key instrument, the researcher realizes that he is a data planner, collector and analyzer, as well as a reporter from the results of his own research. Therefore researchers must be able to adjust to the situation and condition in the field. Good relations between researchers and research subject before, during and after entering the field are the main keys in the success of data collection. A good relationship can guarantee trust and mutual understanding. A high level of trust will help smooth the research process, so that the desired data can be obtained easily and completely. The researcher must avoid impressions that harm the informant. The presence and involvement of researchers in the field is openly known by the research subjects.

C. Place and Time of The Study

This study will be conducted at the second semester of the seventh grade of MTs Abu Dzarrin Bojonegoro in academic year 2018/2019. The researcher did an analysis teacher technique in teaching writing skill during the month February to May in the academic year 2018/2019.

The researcher choose MTs Abu Dzarrin Bojonegoro as a place of research for sure has a strong reason, especially in improving his school, the competence of his teacher, and the number of students who were interested in school in MTs Abu Dzarrin Bojonegoro. Mts Abu Dzarrin Bojonegoro is one of the accredited private schools both in terms of creation and even religion. Because in MTs Abu Dzarrin Bojonegoro not only are taught general subjects but they are

also able to master the science of religion well. With that researchers choose Abu

Dzarrin Bojonegoro used as a place ofresearch and obtained data.

Table 3.1 Time of Research Novemer until July

No	Activity	Time								
		11	12	1	2	3	4	5	6	7
1	Designing research proposal	√								
2	Developing research proposal		√							
3	Developing research instrument			√						
4	Conducting proposal seminar				√					
5	Trying out seminar					√				
6	Experiment and analyzing data						√			
7	Writing the report							√		
8	Subtimming the document								√	
9	Finishing the document									√

D. Subject of The Study

According to Fraenkel and Wallen (2009: 91), in educational research, the

population of interest is usually a groupof persons (students, teachers, or other

individuals) who possess certain characteristics. In some cases, however, the

population may be defined as a group of classroom, school, or even facilities.

The subject that will be observed by the researcher is a teachera in MTs Abu

Dzarrin Bojonegoro, especially English Teacher in seventh grade and student of

VII H and VII E in MTs Abu Dzarrin Bojonegoro. The researcher takes VII H class in which there are 41 students. The researcher chooses the research subject based on the information obtained. Onee of the teachers at MTs Abu Dzarrin Bojonegoro has interesting learning methods and techniques to encourage students to learn. The subject in this study was an Englis teacher whohad taught for more than 5 years.

E. Sources of The Data

According to Supardi (2006: 129) good data is the data that is gotten from the right source. The data source is divided into two kinds. The are primary data source and secondary data source. Primary data source is data source that provides the data directly in collecting the data. While, secondary data source is data source that provides the data indirectly in collecting the data.

In this research, the data source is primary data source. There are all of information from the English teacher and also the seventh grade students at MTs Abu Dzarrin Bojonegoro. For the secondary data source is the books published, journals, internet and articles.
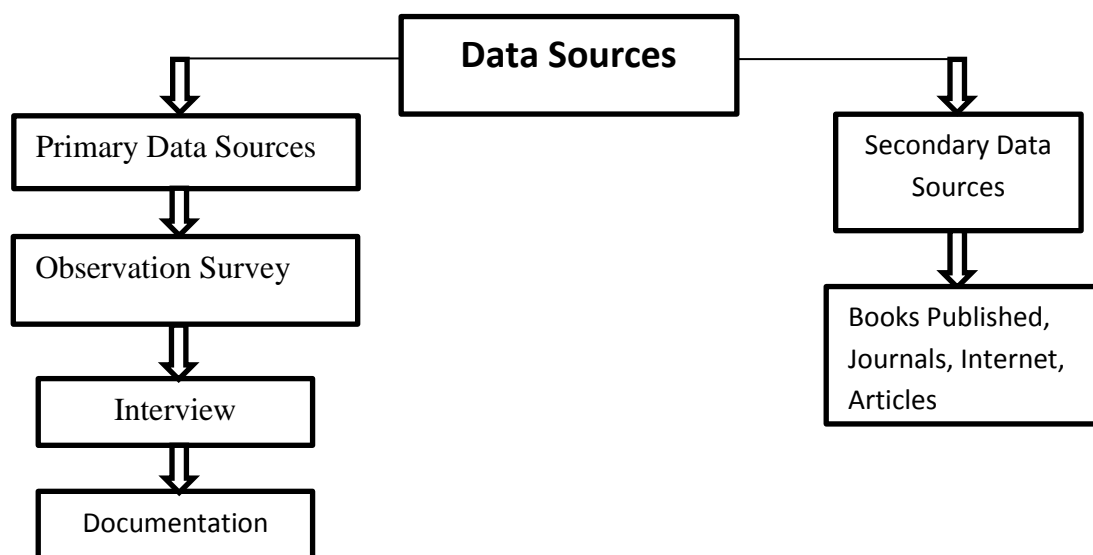
F.   Procedures of Data Collection

Arikunto (2002: 136) "research methods are methods used by researchers in data collection research". Based on the understanding that it could be said that the research method used is a way to collect data that was in need in the study. The techniques used to collect data in this study were:

1. Interview

   Interview was used by researcher by giving questions concerning the techniques used the teacher in teaching writing to improve students achievement in writing skill. The interview was done for the English teacher of the class that has chosen.

   a. Structured Interview

   This interview is done as a technique of data collection if theresearcher has known surely about of informations which will be collected. The researcher has prepared it sistematically before.

   b. Free Interview

   Free interview is an interview that the researcher did not use interview direction sistematically in collecting data. The interview direction used is only some problems in general.

2. Observation

   Observation is used by a researcher to see the condition of the class, students, and see firsthand how a teacher used and applies his techniques in teaching to improve students achievement in writing skill.

    a. Participant Observation

    In this observation, a researcher involves in the daily activities of people who are being observed or used as adata source. This means that researcher involves directly in activities forcollecting data through observation.

    b. Overt or Covert Observation

    For this observation, theresearch be honest to the informant and states that she is doing research. But in a moment researcher is also not overtly or covertly to the informant to obtain confidential data. Possibility if it do openly, then researcher will not be allowed to make observation.

3. Documentation

Documentation is used by researchers to obtain information and illumination of knowledge as well as evidence of research and observations that have been carried out.

G. Technique of Data Analysis

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where by researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit. Qualitative analysis is messy and nonlinier. Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, Ary (2010: 283) states that the data analysis in

this research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion on Interpretation. Those can be explained as follows;

1. Coding

   The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easyto be learned. In this stage, after get the data the researcher the collected the data. After all data are collected the researcher places all units having the same coding together. It will be easier to read the data. In short, by coding the all dat we gathered, we can underline the significant data that are appropriate with our topic of research. So, it will be easier read the data.

2. Data Reduction

   The second step of data ananlysis is data reduction. It is the process of reducing the data occuring repeatedly. "Reducing the data means summarizing, choosing the main thing, focusing on the important thing, finding the topic and form". In this stage, the researcher get the data from interview with the teacher. The result interview shows how the teacher used the strategies in teaching writing skill.

3. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or easy so what it getsmore understandable. Miles and Huberman (1984) point out " looking at displays help us to understand what is happening and todo something-further analysis or caution on that understanding" (Sugiono, 2009).

4. Conclusion

In this last step data anlysis that is conclusion. Here, the researcher begin to see what is the data. The researcher examines all entries with the same code and then mergesthese categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

H. The Trustwothiness of The Data

Interaction design research is a qualitative endeavour. As such it incoporates the many qualitative strategies for validation. Cresswel enumerates eight procedures (Creswel, 2007): prolonged engagement ND persistent observation in the field; triangulation and multiple sourcing of data; peer review and debriefing for external checks; negative case analysis; clarifying of researcher; member checking; thick description; and external audits.