

## CHAPTER I

### INTRODUCTION

It is generally agreed that writing is the most difficult skill to master for foreign language learners. For Junior and Senior High School Students, writing skill is applied to make simple letters, or short stories, while for university students the writing skill is applied to make journals, proposals and research papers. The teachers have to know the learners need in teaching writing. Byrne (1988: 27) elaborated some learner's needs in teaching writing;

teach the learners how to write, provide adequate and relevant experience of the written language, show the learners how the written language function as a system of communication is, teach the learners how to write texts, teach the learners how to write different kinds of text, make writing task realistic and relevant, integrate writing with other skills, use a variety of techniques and practise formats, provide appropriate support, and be sympathetic.

The teacher's role is only a facilitator, and the students are expected to be more active in teaching learning process. In the university level, there are three genres of writing that should be taught by the lecturers. According to Brown (2004: 219) there are three genres of writing; academic writing, job-related writing and personal writing. Academic writing consists of papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses and dissertations. Job-related writing consists of messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals.

Personal writing consists of letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction.

There are some kinds of micro and macro skill that should be achieved in writing. The micro skills of writing according to Brown (2004: 221) are

produce graphemes and orthographic patterns of English, produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g. tenses, agreement, pluralization), patterns and rules, express a particular meaning in different grammatical forms, use cohesive devices in written discourse.

While the macro skill of writing according to Brown (2004: 221) are

use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purpose, convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, exemplification, distinguish between literal and implied meanings when writing, correctly convey culturally specific references in the context of written text, develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre writing devices, writing with influence in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

Writing can be complicated for the students who lack vocabulary. It is difficult for them to combine words to make paragraphs. Writing can be an uninterested activity for the students who do not have a lot of vocabulary and ideas. They need to find an idea first and then make some drafts of their writing projects. Writing is important for English Department students because they have to make a research paper before their graduation. Writing I and Writing II train the students to understand any types of texts and discuss

paragraph development. Writing III and Writing IV train the students to write journal, research proposal, and research papers. They have to read many books and journals and find a lot of idea to build a journal or research proposal. Writing III and Writing IV are prewriting stages before they write the real research papers. If they can find a lot of idea, it simplifies their tasks in writing the research papers.

Effective teaching begins with effective planning. Instructional design may include the analysis of learning needs, identifying instructional goals, and objectives, and the systematic development of instruction (Paula 2011: 105). Instructional design consists of learning objectives, syllabus, materials, relevant media, the teacher's roles, and teaching techniques. The teachers have to design all of these criteria to meet the student's needs. Whereas, according to Hains (in Paula, 2011: 103), the instructional design process can serve as the step by step process for educators to design and develop their units of instruction. Instructional design can be applied in all of English skills such as listening skill, speaking skill, reading skill, and writing skill.

Writing becomes difficult for some students if they do not have a wide range of vocabulary. According to Richard & Renadya (in Fauziati 2010: 45) writing is due not only to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization, but also to turn such idea into a readable text.

Writing is the most difficult skill for most people. Byrne (1988: 4-5) states that

“there are three problems why writing becomes difficult: psychological problem, linguistics problem, and cognitive problem. In psychological problem, writing is essentially a solitary activity without possibility of interaction or benefits of feedback, this makes the act of writing difficult. In linguistic problem the writer has to keep the channel of a communication open through our own effort and to ensure both through our choices of sentence structure and through the way our sentences are linked together and sequenced. In cognitive problem, on the other hand, writing is learned to a process of instruction. The writer has to master the written forms of the language and to learn certain structures. The writer also learns how to organize the ideas in such a way to be understood by the reader.”

The teaching learning process of writing occurs in four stages: “prewriting, composing/drafting, revising, and editing (Badge & White, 2000: 154) in Fauziati (2010: 50). Prewriting is the phase of idea gathering. Drafting is the process of writing a rough outline of what is addressed; Revising or elaborating is the modifications of their writing based on the feedback from their peers or teacher. Editing, correcting mechanical errors like spelling or punctuation, is the last stage.

Muhammadiyah University of Surakarta is one of Private Universities in Surakarta. Muhammadiyah University of Surakarta was founded on October 24, 1981 by the Minister of Education and Culture of Republic Indonesia. Muhammadiyah University of Surakarta currently has 11 faculties, 44 Diploma and Doctoral Studies Programs, 2 Double Degree International Programs, 8 International Class Programs, 4 Twinning Programs, 4 Professional Programs, 23357 Diploma and Under Graduate students, and 4211 Post Graduate students. English Department is one of the faculties in Muhammadiyah University of Surakarta. The basic subject taught by the lecturers for semester I-IV students is language skills. Language skills consist of listening, speaking, reading, and writing. Writing is a subject prepared by

the lecturers of Muhammadiyah University of Surakarta to develop students' ability to write some journals, research proposals, and research papers. Writing subject in Muhammadiyah University of Surakarta is divided into four stages. Writing I for the first semester, Writing II for the second semester, Writing III for the third semester, and the last is Writing IV for the fourth semester. According to Byrne (1988: 1), writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. The students have to take all Writing I-Writing IV subjects. The materials in Writing I cover the application of punctuation, spelling, capitalization, and grammatically correct sentences in any types of text. The students are expected to comprehend sentences in functional and genre-based text. Writing II enables the students to master paragraph development. While writing III enables the students to write different types of essays namely argumentative essay, persuasive essay, cause-effect essay, comparison and contrast essay, and summary and analysis essay which then develop into academic writing. Academic writing is given in Semester IV. Academic writing for Writing IV students, can be in the forms of papers, general subject reports, essays, compositions, academically focused journals, short-answer test responses, and technical reports.

Writing III and IV can be complicated for students of Muhammadiyah University because they have to learn to write in an effective way, to find a good idea, and to combine sentences by sentences using good grammar. Both

writing subjects are crucial subjects to develop their writing skill before writing a research proposals and research papers.

This study observed Writing I to Writing IV learning processes using naturalistic study. According to Agrosino (2007: 3), naturalistic study is an observation of people and events taking place in the setting in which they naturally occur, and it involves those who naturally take part in them. The aim is to capture the essential flow of everyday experience. Furthermore, according to Schatzman and Strauss (in Brown and Gonzo 1995: 38), naturalistic study is a study conducted through observation in a natural setting environment where people live and work. This implies that there is no manipulation on the part of the inquirer imposed on a priori units on the outcome. Naturalistic investigators are what the naturalistic does and these two tenets are the prime directives. In English Department, writing skill is an important subject to master. The product of writing of one student can be different from another , even with the same theme. The results of writing are better if the students feel more at ease and relaxed. Writing is not about finding an idea to write. Writing is how to combine vocabulary, grammar, diction, and an idea into a group of sentences. Students who lack vocabulary have difficulty in arranging the sentences to make into paragraphs. Grammar also has an important meaning in writing. A good idea without a good grammar is worthless. An excellent diction absolutely improves the writing result. This study observed Writing I to Writing IV learning process because analyzing writing skill must be in sequence and cannot be separated. The

students need to practise writing a lot, read any books, find some ideas, and choose excellent dictions to make a good research paper in the last activity of Writing IV.

Writing skill have been analyzed by *Javaherbakh (2010)*, *Gupta (2011)*, *Trong (2010)*, *Nezakatgoo (2011)*, *Bageridoust (2011)*, *Fenghua (2010)*, and *Sulaikah (2013)*. Generally they investigated the effect of self-assessment, the influence of motivation and attitude in the writing skill, the impact of journal writing, the effect of portfolio assessment, the efficacy of illustration as an assessment tool in improving the paragraph, the effect of meta-cognitive strategy, and they also described the teaching process at kindergarten. There has not been any research before about the differences in teaching writing in various stages (e.g. Writing I-Writing IV). To fill up the emptiness on that topic, the researcher wants to conduct a research entitled *The Instructional Design of Teaching Writing Skill at English Department of Muhammadiyah University of Surakarta in 2013/2014 Academic Year: A Naturalistic Study*.

## **B. Limitation of the Study**

In this research the writer limits her research on teaching Writing I, Writing II, Writing III, and Writing IV applied by the lecturers of Muhammadiyah University of Surakarta in 2013/2014 academic year.

### **C. Problem Statements**

In this study, the writer focuses on the teaching Writing I-Writing IV of Muhammadiyah University of Surakarta. The researcher raises research questions as follows:

1. What syllabus is used in teaching Writing I-Writing IV in the 2013/2014 academic year?
2. What are the learning objectives in teaching Writing I-Writing IV in the 2013/2014 academic year?
3. What are the instructional materials used in teaching Writing I-Writing IV in the 2013/2014 academic year?
4. What are the teachers' roles in teaching Writing I-Writing IV in the 2013/2014 academic year?
5. What are the students' roles in the writing activities in the 2013/2014 academic year ?
6. Are there any differences in the classroom techniques in teaching Writing I-Writing IV in the 2013/2014 academic year ?
7. Are there any differences in the classroom procedures in teaching Writing I-Writing IV in the 2013/2014 academic year ?
8. What are the teaching media used in teaching learning process in the 2013/2014 academic year?
9. How are the assessments models in teaching learning process in the 2013/2014 academic year?



#### **D. Objectives of the Study**

Based on the problem statements, the objectives of this study are elaborated below:

1. To describe the syllabuses used in teaching Writing I-Writing IV in the 2013/2014 academic year
2. To describe the learning objectives in teaching Writing I-Writing IV in the 2013/2014 academic year
3. To describe the instructional materials used in teaching Writing I-Writing IV in the 2013/2014 academic year
4. To describe the teachers' roles in teaching Writing I-Writing IV in the 2013/2014 academic year
5. To describe the students' roles in the classroom activities in the 2013/2014 academic year
6. To describe the differences of classroom techniques used in teaching Writing I-Writing IV in the 2013/2014 academic year
7. To describe the differences of classroom procedures used in teaching Writing I-Writing IV in the 2013/2014 academic year
8. To describe the teaching media used in the teaching learning process in the 2013/2014 academic year
9. To describe the assessments model in teaching learning process in the 2013/2014 academic year

### **E. Benefits of the Study**

In this study, the writer expects that the research paper has benefits in both theory and practices.

1. Theoretical benefits
  - a. The result of the research paper can be useful to enrich the teaching learning process especially for teaching writing.
  - b. The finding of the research can be used as the reference in teaching writing.
2. Practical benefits
  - a. The result of this study may give some explanations related to the teaching learning process of Writing I, Writing II, Writing III, and Writing IV especially in Muhammadiyah University of Surakarta.
  - b. For English teachers, the result of the study can help them to be more creative and innovative in teaching writing skill. Instructional design provide important aspect and brief explanation about teaching writing that make the teaching writing activities more structured and runs well.

### **F. Research Paper Organization**

In this research, the researcher organizes this research paper by dividing it into five chapters in order to make it easy to understand.

Chapter I is Introduction. In this chapter the researcher explains about the background of the study, problem statement, objectives of the study, significant of the study and research paper organization.

Chapter II is Review of Related Literature. In this chapter the researcher explains the previous study, underlying theory, syllabus, learning objective of teaching writing, materials used in teaching writing, teachers' roles, students' roles, techniques used in teaching writing, classroom procedures in teaching writing, teaching media, assessment model in teaching writing.

Chapter III is Research Method. In this chapter the researcher explains Type of the Study, Subject of the Study, Object of the Study, Setting of the Study, Source of the Data, Data, Data Collection Technique, Credibility of the Data and Technique of Analyzing the Data.

Chapter IV is Research Finding and Discussion. In this chapter the researcher elaborates two points. The first is research finding and the second is discussion.

Chapter V is Conclusion, Pedagogical Implication, and Suggestion. In this chapter the researcher elaborates three points. The first is conclusion, followed by pedagogical implication, and the last is suggestion.