

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is defined as a visual representation of spoken language. It is an activity which presents the sounds of language through visual symbols. It means the students must be able to transcribe language according to the conventions of a particular writing system, and be able to decode visual symbols into their corresponding meanings (Galbraith, *et al*, 2007: 5). Students should learn it because writing is not acquired automatically, but a kind of learning behavior. The students will be able to write if only someone teaches them about it.

Writing is one of the most important skills that should be mastered by the students. It gives many benefits. Patel and Jain (2008: 125) state that writing is a skill which must be taught and practiced. It is an essential feature of learning a language because it provides a very good means of combining vocabulary, spelling, and sentence pattern. It also provides consolidating activity because it parallels to other skills. Writing also helps students learn. In writing, the students should apply what they have learned such as grammatical structure, idioms, and vocabulary to accomplish their writing. They also should involve in the process. They should generate their idea for finding the right words and the right sentence. They should be adventurous with the language they have learned and take risk to make a good writing. Thus, some experts state that thinking is a part of writing. It

precedes writing. Good thinking can produce good writing. The relation to thinking makes writing a valuable part of any language learning (Raimes, 1983:3).

Behind the huge advantages of writing, it also gives some challenges for the students to master, especially for EFL students. Since written expression is cognitively demanding, it is often considered as the most difficult of language skills for children to acquire. It is not surprising that many students experience problems as they attempt to move upward from the level of novice writer. There are some reasons why this skill is so difficult to be mastered. According to William in Westwood (2004: 203), writing becomes problematic for children because they not only work with the idea, but they should also think about their audience, vocabulary, and sentence pattern. Those make the students get difficulties when they should write.

In Writing English in context, it is stated that writing in a foreign language (English) is the most complex and difficult language skill to master. It means the students should acquire some writing components such as remembering the sequence of sounds, the shapes of letters, vocabulary, grammatical structure, and punctuation. Those components become very difficult to master since there are differences between English and the students' first language.

Flynn and Stainthorp (2009: 6) state that writing is all the more difficult when an individual is thinking in an additional language. Since in order to write in other languages successfully, the child must have spoken vocabulary, an understanding of context, genre and appropriate tone, phonic knowledge for

accurate spelling, and have mastered the mechanics of pencil control and letter formation.

From those experts, it can be concluded that writing becomes a difficult skill for students because it includes some components to be mastered, such as remembering the sequence of sounds, the shapes of letters, vocabulary, grammatical structure, and punctuation. They also have to understand the context, genre, sentence pattern, and audience.

Those problems appear not only for students but also for teachers of EFL. They must be able to master all of components in writing and must be able to motivate their students to write. Teachers also have to deal with the use of L1 in the students' writing. Because of the unfamiliar vocabularies and sentence patterns of English, the students will use their Bahasa as the first draft and try to translate it into English. It will make students produce an odd English writing since those languages are different. Therefore, teachers should know how to make an English environment in the class so that students are accustomed to it and they try to minimize the use of Bahasa in the English class. By doing so, it may help students to acquire English. That is not an easy task to do. That means teachers should provide the meaningful teaching and learning process in order to get satisfying result.

Facing the phenomena above, it does not mean that teaching writing is impossible to do in the EFL class. Goldenberg in Bromley (2007: 210) states that there are some factors that can help teachers in promoting the writing class. It is stated that all students benefit from clear instruction, well-designed task, group

practice, guidance and feedback, and independent practice. For bilingual students, the clarity of instruction is even more important. The teachers need to build redundancies into instruction and the classroom routine then students are not so busy trying to figure what they are supposed to do.

Meanwhile, Westwood (2004: 104) states that difficulties in writing that make the students avoid writing or getting frustrated in writing is a challenge for the teacher. They should motivate students to write, and to provide them with enough explicit instruction, support and feedback to ensure increased success and satisfaction.

To cover all of those important factors teachers can apply an appropriate technique in the class. Teachers may use interesting teaching techniques to present their teaching materials that also help them in creating fun class. Two of alternative techniques are Dyadic Essay Technique and Mind Mapping Technique which are suggested to be applied in teaching writing.

According to Barkley, Cross, and Major (2005: 246) Dyadic Essay Technique is a kind of collaborative learning technique. Students individually write an essay question and a model answer on a reading assignment, lecture, or other presentation of material. In the next class period, students in pairs exchange questions, write a response to the partner's question, and then trade, read, and compare model in-class answers. Then, students write an essay or text based on their model answers they have discussed. After that, students collaboratively discuss and revise their essay writing. This collaborative learning technique gives students practice identifying the most important features of a learning activity and

formulating and answering questions about that activity. It also gives students an opportunity to rehearse responding to essay questions with the added advantage of having a sample response with which to compare their answers. In this collaborative learning technique, the students also get the peer revision from their partners. So, they will be able to compare and revise their writing.

Meanwhile, Mind Mapping Technique is a technique to divide some related ideas and write down in a blank paper without evaluating the truth or value of the ideas themselves. Then, students write some sentences or paragraphs using words or phrases they made before. Mind Mapping Technique can be used in any kind of writing genres, such as report, essay, proposal, short story, or poem. Mind Mapping Technique is used for collecting thoughts around some stimulus, for finding a focus, and for allowing a sense of the whole arrangement to emerge even though all details are not yet apparent. In short, it is a discovery process.

In addition, both techniques will be applied successfully in teaching writing if they are supported by students' creativity. "Creativity involves thinking that is aimed at producing ideas or product that are relatively novel and that are, in some respect, compelling." (Sternberg, 2006: 2). A good writing is a part of good thinking. Meanwhile, creativity involves the process of thinking. Thus creativity plays an important role to produce a good writing.

The creativity that has a very influential factor to yield a good writing is verbal creativity. It is an ability to think creatively and to measure one's fluency, flexibility, and originality of a verbal form, which deals with words and sentences. Moreover, verbal creativity is an ability to form and create new ideas and then

combine them into something new referring to the existing information. The new ideas reflect fluency, flexibility, and originality that can be seen in divergent thought revealed verbally

Considering the background above, the researcher is interested in conducting experimental research entitled “The Effectiveness of Dyadic Essay Technique in Teaching Writing Viewed from Students’ Creativity (An Experimental Research at the tenth graders of SMAN 1 Bojonegoro, in the Academic Year of 2015/2016)”.

B. Identification of the Problems

Dealing with the background of the study above, the writer identifies some problems, such as:

1. Does teaching writing using Dyadic Essay Technique influence students’ writing skill?
2. Does teaching writing using Mind Mapping Technique influence students’ writing skill?
3. Does students’ creativity influence their writing skill?
4. Will students who have high creativity achieve better result in writing when they are taught using Dyadic Essay Technique?
5. Will students who have low creativity achieve better results in writing when they are taught using Mind Mapping Technique?
6. Which one is better in the writing skill, students who have high creativity or low creativity?

7. Is there any interaction between teaching techniques and students' creativity in teaching writing?

C. Limitation of the Problems

Based on the background and identification of the problem, the research is limited on teaching writing by Dyadic Essay Technique and Mind Mapping Technique viewed from students' creativity. It conducted at the tenth grade of SMAN 1 Bojonegoro.

D. Statement of the Problems

From the background of the study, limitations of the problems, and the problems identification, the researcher formulates the problems of this research as follows:

1. Is Dyadic Essay Technique more effective than Mind Mapping Technique to teach writing?
2. Do students who have high creativity have better writing skill than those who have low creativity?
3. Is there any interaction between teaching techniques and students' creativity in teaching writing?

E. Objectives of the Study

Generally, the objectives of this research are connected to the formulation of the problems. This research is aimed at knowing the influence of Dyadic Essay Technique, Mind Mapping Technique, and students' creativity in terms of students' writing skill. The objectives of this research in detail are:

1. To identify whether Dyadic Essay Technique is more effective than Mind Mapping Technique in teaching writing.
2. To identify whether students who have high creativity have better writing skill than those who have low creativity.
3. To identify whether there is an interaction between teaching techniques and students' creativity in teaching writing.

F. Significance of the Study

The significances of this research are as follows:

1. Theoretically, this study can support the theories on teaching English writing as a foreign language.
2. Practically, the result of this research is useful for:
 - a. Other teachers
 - 1) This study motivates teachers to find a new method or technique which is appropriate in teaching writing.
 - 2) This study encourages the teachers to develop their creativity to improve teaching learning process.
 - 3) This study improves the teachers' capability to conduct teaching and learning activity appropriately.
 - 4) This study gives the way of facilitating, controlling, and monitoring the students' writing activity.

b. Students

This study enables students to study writing in pairs. They can give feedback to their partners' writing. They also get different experiences in

learning writing through this study. Furthermore, Dyadic Essay Technique can help students develop their ability in writing, their creativity, critical thinking, and avoid boredom.

c. The institution

This research can be used by the English teacher in SMAN 1 Bojonegoro, because it provides valuable information for the improvement of teaching writing through Dyadic Essay Technique and Mind Mapping Technique.

d. Other researchers

This research can be a reference for further similar researches done by other researchers.

e. The writer

This research can improve and give the writer a new experience, build brand-new schemata and knowledge on teaching and learning process. It functions as the measurement whether or not the writer can practice and apply all of the theoretical knowledge to a real class of his own. Besides, it also gives the writer knowledge of personality, persistence, and patience.