

## **CHAPTER I**

### **INTRODUCTION**

In this chapter the researcher describes the introduction of the research. It consists of background of the research, formulation of the problem, objective of the research, significances of the research, and definition of key terms.

#### **A. Background of the research**

Writing is one of the creativity of the language that should student to think and express ideas into paragraph. According to (Nasir et al 2013) writing is thinking creatively that has goals as communicate in deliver idea and information. As stated by (Novia 2015) writing is an activity that requires the student to think to express an idea into paper. Writing is a process in arrange ideas and make them interesting to read by others. In this case student must have rules about how to arrange their writing so that they are interested, use techniques to make their writing seen and can be shared. By writing student can survey deeper their knowledge through this activity (Harmer 2004). In other words, the writing dexterity become a crucial in the field of education. The student have to be trained in order to have good writing skill. In most cases, owning a good writing skill are constantly in expressing their ideas. It means the writing competence should be increase. As stated by (Babayigit and Stainthorp 2010) writing is an activity which the student infrequently enjoy because many aspect must be mastery that student must realize, like verb, grammar, punctuation, and etc. Therefore, the students must possess a good writing ability with the result that they are competent to think in depth and express their ideas in the sentence and paragraph form certainly.

In fact, many students find difficulties in writing, because they did not know how they can express their idea well. Writing is one of difficult skills for many people. Based on the journal research of Hurst as cited in (Muhammad Al Mufarridun 2017) about teachers' attitude to skill and writing process in Latvia and Portugal, writing is the most difficult skill in English. It means that writing is complex skill because the people who want to write they must use eyes, brain and hand.

The researcher has made an observation at English House Course Mojokerto, the researcher met with the owner of the Course. Researcher made observation by did observation and interview the student when they were learning writing skill. The researcher found many students got problem in writing skill, the students could not start to write, develop the ideas, still confuse to think about grammar, punctuation, spelling when they write a sentence or paragraph and some of the students said that they are worried of their writing. This fact made the teacher think how to make the students can write actively. This is supported because teachers in their schools learn to use conventional techniques that make students learn to write which makes students feel bored.

To overcome these problem, the teacher should find the technique to make the students motivated to learn in writing skill. Therefore, the researcher is focused on the teaching writing skill by free writing technique.

As stated by (Gerlach & Ely 1980) the effective teacher has an assembly of technique and must be organized to select the ones which will be most effective in major the learner to desire terminal performance. This statement is supported by (Elbow 1998) that the best way to increase our

writing is to do free writing exercise habitually. Therefore, using technique such as free writing is one way to increase the self confidence in writing for the student.

There are many positive effect of this technique for student. Free writing technique can advance the students' writing skill. Based on the research journal of Nurfiryalanti as cited in (Muhammad Al Muffaridun 2017) the students can grow idea in written form, free writing help the students to acquire more attention, focus and energy to write.

The reason why the teacher use the free writing as a technique in teaching writing skill is using free writing as a technique will help student more confidence to write the text. By using free writing help student will not feel bored. When they feel interested in learning English and the teacher can deliver the material and reach the goal of teaching and learning.

Based on the explanation above, the researcher is interested to conduct research

## **B. Formulation of the Problem**

Based on the background of the research above, then the formulation of the problem in this research as follows :

1. How is the implementation of free writing technique in teaching writing skill?

## **C. Objective of the Research**

Based on the formulation of the problem above, the purpose of this research:

1. To know the implementation of free writing technique in teaching writing

#### **D. Significance of the Research**

The result of this research is expected to give significant contribution to others, especially English teachers and future researchers. This research also informs the readers that there are any important difference on students' writing after the teacher implement the free writing technique in teaching writing skill.

##### **a. For the teacher**

The researcher hopes that this technique able to give information for the teacher in order to consider the free writing as additional technique in teaching writing for EFL/ESL students and as a contribution of the study about English language teaching and learning. .

##### **b. For the students**

Through this study the researcher expected this technique can be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability.

#### **E. Definition of Key terms**

##### **1. Writing**

The activity that can be liked by working in creativity which gather with listening, speaking, and reading

##### **2. Free writing**

a writing technique that creates students write whatever comes into their head without ending, worrying about grammar, spelling, organization or even making basic sense.

