CHAPTER I

INTRODUCTION

1.1 Background Research

Writing is a media that human used to do communication. Through this media, the ideas, feeling, and information can be delivered by a person to others in form of written form. Writing is a reflective activity which makes students recalling their background knowledge to transfer a message to the readers (Saed & AL-Omari, 2014). Message in this case can be a new idea, information in the past which transferred in the written form. Indriyanti & Prasetyo (2018), writing is known as an indirect communication in which it needs deep thinking process for a better understanding. In this study, indirect communication means that students can do communication without facing each others.

Students only need to express ideas on their mind to the written form. Therefore, students need a deep thinking process while they are writing. According to Nunan (2003), writing refers to a physical and mental activity which is purposed to express and impress. In relation with that case, writing enables passive students to speak up and express their feeling in form of written form Therefore, writing is needed for students in order to be able to express idea, feeling, and thought. In conclusion, writing can be defined as a media which is used to do communication in indirect way in order to express, share, and deliver information in form of written form.

According to Gepila Jr (2018) , writing is the competency that students use to achieve particular language. Trough writing competency student are able to create a text based on their idea in their mind. Yunus & Chien (2016) also state that writing is a competency, which is used to help students to strengthen their vocabulary and grammar. In writing, students need to know a lot of vocabularies in order to create an effective sentence. Therefore, reading a lot is needed by students in order to enrich their vocabulary. Grammar is also needed in writing. It is because grammar gives big effects to the meaning of the text. It is also supported since grammar makes the message of the text meaningful to the readers. It can be said that grammar helps readers to understand the meaning of the text easier. In conclusion, this study defines writing competency as the level of understanding that students have achieved in regards to write their own piece of text.

In other contexts, most of the researchers believe that writing competency is a competency that students need to be learnt. It is also supported by Ratminingsih, Marhaeni, & Vigayanti (2018), who state that one of the essential competencies in Learning English is writing competency. Another research which was conducted by Handayani, Dantes, & Ratminingsih (2013) find that writing is a crucial competency that students' need to be learnt by the students. It is supported as writing enables students to do communication in indirect way. Salem (2017) also states that learning writing competency is important, since writing becomes a final product of students after learning other competencies such as, speaking, listening, and reading. Therefore, regarding to the previous statements, which is already mentioned, it can be concluded that writing competency becomes the crucial competence for the students in learning English since writing competency enables students to deliver their idea in indirect communication.

On the other hand, students still found it difficult to write a good piece of writing. The problems which were found by the students are, finding a right topic, developing ideas, until organizing sentences into a good paragraph (Ranabumi, Rohmadi, & Subiyantoro, 2017). Javed,et al(2013) states that writing has become one of the difficult skills to be learned. It was because, there were a lot of things that students should take more attention while they are writing. It is also proven as the researcher of this study did the pre-observation at SMAN 4 Singaraja. It involved the tenth-grade students and the English teacher. The result of the pre-observation showed that some students found difficulties in choosing the right topic, developing ideas, and having lack of vocabulary that led them to ignore the coherence and cohesion in writing. Besides that, it is also supported when the researcher in this study did teaching practice in SMAN 4 Singaraja.

The problems that were found by the students were: finding the right topic, developing the idea, and the lack of vocabulary that lead students to be lacking of coherence. It happens because of the monotonous technique implemented by the teachers. It was found that teacher tends to explain all the material, and students tend to be listener. All students were not too active in asking some questions to their teacher which made teacher think that they already understood with the material explained by the teacher. Then teacher continued with asking students to write a text based on the topic without giving guidance. Then, it was found that students used to write down everything that they found in the internet without thinking whether or not the text is coherence and cohesion.

In fact that condition was so contrast with the curriculum that is implemented in that school. This school implemented curriculum 2013 in which the focus is on the students centered

not teacher centered. This curriculum forces students to be more active during the learning process. Moreover, students should active to ask some question, active to find other sources develop their knowledge about the material, and active to share more information to others. In reality students were not interest in finding other source, and asking question which made them lack of information. Therefore, they only copy paste what they found on the internet when teacher asked them to write a text. It gave an effect on students' writing competency. Student became lack of creativity in writing, and lack of creating a good writing text.

Thus, in relation with the problem which happened in SMAN 4 Singaraja, this study suggests the teacher to be the only facilitator which should facilitate students with a variation of teaching technique. A variation of teaching technique can build a new atmosphere in the classroom which made students more interested during the learning process. This also expected to make students are not feeling bored during the lesson. It can make students take more attention on the teacher's explanation. When students give their attention to the teacher's explanation, students can aware with the topic or the material explained by the teacher.

Due to that condition, this study suggested the teacher to implement other various techniques that can be used to teach students' writing competency in order to give students guidance in writing write certain text. Danes (1974) proposes one appropriate technique which is used to teach students' writing competency: that is Thematic Patterning technique. This technique gave students guidance while writing a text in terms of theme and rheme. It is also supported by Juniarta (2017), who find that Thematic Patterning technique led students to organize flow information in each sentence in term of rheme and theme. Thus, it can be said that, Thematic Patterning technique guided students to develop students' ideas in order to make well

connected ideas in a paragraph. Besides that, Purnama & Nurdianingsih (2017), who find that this technique was effectively improved students writing skill in terms of organization. She also finds that students became conscious of the flow information and ideas which are appropriate in the text. This condition helps the readers easier to understand the text.

According to Ruspita(2012) finds that Thematic Patterning Technique is very useful for the teacher to teach the students' writing competency especially writing a good writing text. On the other hand, Thematic Patterning Technique also has been proven to be helpful in improving students' motivation in writing certain text (Jing, 2015). It is because Thematic Patterning technique guides students to organize flow in formation while they are writing. Besides that, the implementation of this technique guides students to focus on describing one topic which already chosen by the students. Yunita (2018), also finds that students were able to present what a text is about through deciding a theme of the text.

Moreover, the theme indicates that students develop the text based on their previous plan before writing the ideas in the text. In addition, the theme was supported by the rheme which gave the detail information related to the theme. The theme was supported by the rheme which gave the detail information related to the theme. It is also supported by Rosa(2007) who states that the used of theme helped students to state their personal comments. She also found that the used of theme led students to develop the connection between the clauses that made their writing became coherence and cohesion. Therefore, due to that case, it can be concluded that Thematic Patterning Technique, is one of the appropriate techniques that teacher can use in giving guidance while teaching students' writing competency.

Regarding to that case, the researcher of this study interested in conducting a study entitled the Effect of Thematic Patterning Technique on Students' Writing Competency of the Tenth Grade Students at SMAN 4 Singaraja. According to Curriculum 2013 which was used in SMAN 4 Singaraja, Descriptive text was one of the texts that was taught in the first semester, especially in teaching writing skill. According to Husna (2017), descriptive text refers to a text in which the writer's write to describe place, person, or thing in order to give the readers same sense as what the writer experienced with his/her senses. Therefore, Thematic Patterning Technique was used to teach students to write descriptive text.

Danes(1974) quotes that Thematic Patterning Technique offers three main types of patterns in order to guide students in organizing the flow of information. The three main patterns are linear pattern, constant pattern, and hypertheme pattern. Constant pattern refers to the pattern in which the first theme in a clause being repeated in other clauses or it can be said that the successive clauses retain the same theme. On the other hand, linear pattern refers to a pattern in which a theme repeated or transformed the rheme of the preceding clause. However, hypertheme pattern or derived pattern refers to a pattern in which the complex theme of a text presented other information that is described into several sub-themes. Moreover, this study focused on the use of Hypertheme pattern, since the used of constant and linear pattern are frequently than hypertheme pattern.

In implementing the Hypertheme patttern, teacher should explain about the theme and the rheme to the students before asking students to decide a theme and the rheme of a text. After students understand about the difference between the theme and the rheme, then students are able to decide the theme and the rheme of the chosen topic. By deciding the theme and the rheme

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students become more guided in writing a text. It is because students planned their idea through the theme and the rheme. Students prepared the theme first. And after that students developed the idea of the theme by the rheme. By doing this activity students are easier to write a text and to develop an idea of a chosen topic. After students able to decide the theme and the rheme, students were asked to make a descriptive text based on the topic, the theme, and the rheme they decided before. This activity led students to be easier in making a descriptive text. It is because they designed the idea (choose the topic, decide the theme, and develop the theme into several rhemes) before they wrote a text.

1.2 Identification of Problem

Writing is used as a mean of expressing ideas and delivering information in form of indirect communication. Through the ability of writing students were expected to be able to write and to transfer idea in a good written text. A good written text dealing with the used of effective sentences which consisted of appropriate grammar, vocabularies, and punctuation. However, it was supported as the teacher implemented various techniques in teaching students' writing competency. In fact, teacher implemented monotonous technique which led students to be bored and lack of interest during the learning process. Students became unmotivated in learning process because of the monotonous technique implemented by the teacher. They even preferred themselves to play at their phone and just ignored the teacher's instruction. Some of them seem so busy to talk with each other, just because they were not motivated enough.

Thus, in relation with that situation, the researcher of this study interested in implementing another various technique to help the teacher in teaching students' writing competency. Thematic Patterning technique was one of the techniques that helped the teacher to

teach students' writing competency. Based on the preliminary observation, it showed that Thematic Patterning technique has never been implemented in SMAN 4 Singaraja. Therefore, the researcher of this study interested in conducting this research in SMAN 4 Singaraja in order to investigate the significant difference on students' writing competency of tenth-grade students at SMAN 4 Singaraja.

1.3 Research Scope

This study was designed as an experimental study limited to investigate the effect of Thematic Patterning technique, especially hypertheme pattern to students' writing competency at the tenth grade students of SMAN 4 Singaraja. It limited on the technique used, students' grade, and the school where this study was conducted. Moreover, this study conducted in SMAN 4 Singaraja. The participant of this study was the tenth grade students of SMAN 4 Singaraja. Futhermore, this study used two samples which were selected randomly by using lottery after the classes were distributed as a normal and homogeneous class. One group was decided as experimental group, in which this group treated by using Thematic Patterning Technique. One group was control group, in which this group treated by using Conventional Technique.

1.4 Research Problem

To help the researcher in conducting this research, the research problem was made as guidance in conducting this research. Here is the research problem:

1. Is there any significant difference in writing competency between the students who are treated by Thematic Patterning Technique and those who are treated by a conventional technique in SMA N 4 Singaraja?

1.5 Research Purpose

This study has a purpose to investigate whether there is a significant difference in students' writing competency between the students who are treated by Thematic Patterning Technique and those who are treated by a conventional technique

1.6 Research Significance

1.6.1. Theoretically, the result of this study was expected to provide the information about other various techniques that related with teaching English as Foreign Language, especially to teach students' writing competency.

1.6.2. Practically, the significances of this research were:

This study expected to give some benefits for students, teachers, and also other researchers. Those, were explained below.

1.6.2.1 For the students

This study was expected to help students' writing competency in making a good writing text when the teachers implement Thematic Pattern Techniques.

1.6.2.2 For the teachers

This study was also expected as an innovation technique for the English teachers to teach students' writing competency through the use of Thematic Patterning technique for tenth grade students.

1.6.2.3 For other researchers

The result of this study can be used as the reference. The result of this study can be used when there is a related topic between the other researchers' topic and this topic. The topic includes the technique and the competency.