

CHAPTER I INTRODUCTION

This chapter discusses six sub-chapters that include the Background of the research, Statement of the problem, Objective of the research, Significances of the research, Scope of the research and Operational definition.

1.1 Background of the Research

The way that is people learn and the way that learning materials are created and presented must be appropriately taken into account in this constantly evolving subject of teaching English. In the process of teaching and learning English writing skills, some methods which are considered appropriate for a certain group of learners, may not be suitable for other groups as each group has its own problems and needs in writing. Therefore, teaching-learning methods for English writing require to be continuously developed. This study aims to design methods based on the writing abilities by all students of XI MIPA 1 of SMA Negeri 1 Tayu Pati. The teacher must use the effectiveness of writing technique to teach writing in the classroom. One the method of writing technique use timed handwriting to teach writing to students.

According to the researcher's experience when observing Tayu Pati 1 Public High School students while working on PLP 2, the students were so excited when the researcher wrote the material on the blackboard. The researchers saw that the enthusiasm and enthusiasm of the students in writing was quite high, they said that by writing the material they would open their notes instead of looking at gadgets about the material presented by the teacher. According to Suyono (2014) Writing challenges students to associate old knowledge with new knowledge. As a learner, a student must already have knowledge about something. No matter how small, that knowledge can already be capital for writing. When they are challenged to write, they are challenged to explore more about the knowledge they have. This is where the activity of associating new knowledge with old knowledge occurs.

Moreover, Suyono (2014) asserts that the best way to think is through writing. How come? The answer is that someone will offer facts and comprehension of anything as fully as feasible through writing. Everything that is provided has undoubtedly been meticulously "thought out" until it is processed as well as it can be. Writing therefore takes more time than speaking at random. Therefore, every instructor should encourage children to read as well as offer ample opportunity for them to record what they are learning on paper. They should also be given the freedom to read, talk about, and ponder before writing.

Timed writing empirically offers several positive points for developing students' soft skills (Syafei, 2014). There are several characteristics of the timed handwriting method there are time Limits, assigned topics, unassisted mode, handwriting mode, and fair play mode. Students do not have access to assistance from colleagues, teachers, notebooks, books, and (smart) devices during timed handwriting practice. In timed handwriting, on a blank sheet of paper, students must write one independent paragraph on an assigned topic within the allotted 25 minutes to complete the assignment without any assistance.

Timed writing is free writing and sprint or fluency writing is a way to assess a student's language acquisition. The purpose of timed writing is to provide a creative pump. Writing means getting someone to say more than they have time to say it. The frustration of quitting creates the urge to write more. Writers are more concerned with the ideas and thoughts they want to express, and less concerned with the time it takes to write. This exercise also helps build confidence and generate creative excitement ([https://web.facebook.com/search/top/?q=timed write](https://web.facebook.com/search/top/?q=timed+write)).

This research was supported by (Syafei, 2019) who explained that the steps of the timed handwriting process consist of the following activities 1) warming up, ice-breaking, schemata activation, (2) giving a topic to develop just before the timed handwriting. (3) timed handwriting (4) scanning the original composition sheet, (5) Retyping (computerized), (6) revising by referring to the scoring rubrics, doing self-revision, peer/group revision, discussion, offline and online literature support, instructor revision/feedback, (7) doing final revision, (8)

Submission/the process of writing in the portfolio. (8) Reflection: telling experiences/reflection while the students do writing in EFL is a complex language skill to master for students (Muslim, 2014; Negari, 2011). It is not a search for combinations of words or sentences (Atasoy & Temizkan, 2016). Students are required to compose a well-organized paragraph using an acceptable format, mechanics, content, organization, and grammar. This is relevant to (Yuliasri, 2014) as a manifestation of cooperative learning techniques.

Students can benefit from timed writing exercises and practice writing within a certain amount of time (Datchuk, 2017; Rogers, 2018) (Stevenson & Stevenson, 2010; David, 2015). Lau (2013) suggested using a timed writing test. According to Lam (2018), Syafei (2012), and Aydin (2010), the original handwritten compositions are gathered, evaluated, discussed, updated, and then assembled into a writing portfolio. The timed-handwriting techniques are successful in quantitatively boosting students' writing performance and reinforce their positive attitudes, according to Syafei, Mujiyanto, Yuliasri, and Pratama (2020).

In this research, the researcher take a pre-test before receiving treatment, which includes (1) giving them a topic to think about before the timed-handwriting portion. (2) Temporized writing (3) Scan the original composition sheet, (4) Computerized retyping (5) revising while consulting the score criteria and performing self-revision. (6) finishing the revision, (7) The writing process and submission of the portfolio. As the students complete timed writing assignments using the handwriting mode, they are asked to reflect on their experiences and provide reflections. Finally, the researcher administers a posttest to determine the impact of the treatment.

1.2 Statement of the Problem

The statement of the problem this research is: is there any significant difference between writing ability to teach the writing to students of XI MIPA 1 at SMA Negeri 1 Tayu Pati in the academic year of 2022/2023 before and after being taught by timed handwriting?

1.3 Objective of the Research

The objective of the research is: to find out whether there is a significant difference between writing ability to teach the writing to students of XI MIPA 1 at SMA Negeri 1 Tayu Pati in the academic year of 2022/2023 before and after being taught by timed handwriting.

1.4 Significance of the Research

a. Theoretical Significance

1. The result of this research will give information related to the improvement of the students writing in writing class by timed handwriting.
2. This research will be one of the references for the other researcher in the futures.

b. Practical Significance

1. It solves the teacher problem in teaching writing in the classroom.
2. It help the students to practical their writing skill by using timed handwriting.

1.5 Scope of the Research

This research will conducted at SMA Negeri 1 Tayu Pati with the subject of the research is the students of XI MIPA 1 in the academic year of 2022/2023. Timed handwriting means that students write on blank sheet of paper, the student has to compose a single independent paragraph on an assigned topic in 25 minutes is allocated to complete the task without any help. The theme of handwriting is explanation text same as the lesson plan.

1.6 Operational Definition

Based on the title of the research, the researcher clarified the operational definition of each terminology as follow:

1. Timed handwriting is the practice of handwriting quickly using a certain time limit to write a certain topic without any help.

2. Writing technique is a technique in writing that uses conventions for spelling, punctuation, grammar, paraphrasing, and capitalization and forms words into sentences.
3. The students of XI MIPA 1 in 2022/2023 the academic year is learners who are studying at SMA Negeri 1 Tayu Pati.

