

**A STUDY ON THE TEACHING LEARNING PROCESS OF WRITING II
AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
SURAKARTA**



PUBLICATION ARTICLE

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by

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**A STUDY ON THE TEACHING LEARNING PROCESS OF
WRITING II AT ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

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ABSTRACT

Dwi Amintarsih. A320080327. A STUDY ON THE TEACHING LEARNING PROCESS OF WRITING II AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA. Research Paper. Muhammadiyah University of Surakarta. 2012.

The study is aimed at observing the teaching learning process of writing II at English department of Muhammadiyah University of Surakarta. The objective of the study is to describe teaching learning process of writing at English Department of Muhammadiyah University of Surakarta. In this research, there are six component of teaching learning process that the writer analyze, such as: (1) Learning Objective. (2) The Syllabus. (3) The Material. (4) The Method, which is included: (a) Classroom Procedure (b) Media (c) Teacher's Role (d) Student's Role. (5) The Evaluation System. (6) The Strength and Weakness.

The type of the study is descriptive qualitative especially ethnography. In this research, the data are derived from event, informant, and field note. There are three techniques of collecting data, namely: observation, interview, and document. The techniques of analyzing data are reduction of the data, display the data, and verification or drawing conclusion.

The result of the study, such as: (1) Learning objective of writing is to increase the students' ability in writing skill. (2) The type of syllabus is task based syllabus. (3) The material used is printed material, the materials are genre text and vocabulary. (4) The method used is eclectic method, they are grammar translation method and genre based approach. (a) The procedures of teaching learning process are consists of pre activity, main activity and post activity. (b) The media used in teaching learning process is handout, which makes the students understand well (c) The teacher's roles are facilitator, classroom manager, instructor,

consultant, and evaluator. (d) The students' role is as the subject. (5) The evaluation is composition test and objective test. (6) The strength is the students more active, the teacher lets them to be independent learner. The weakness is the target language is used rarely.

Key words: Writing Skill, Teaching Learning Process

ACCEPTANCE

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A. INTRODUCTION

One of the important English skills is writing, which is also important in the teaching learning process of English. Writing has close relationship with text, beside that writing is also has close relationship with grammar and vocabulary. To write well, students must have good competence in writing, they must pay attention to the spelling of the words, punctuation, the structure and grammar, and the steps of writing. The most important factor in writing exercises is the students need to be personally involved in order to make the learning experience of lasting value.

Writing in English Department of Muhammadiyah University of Surakarta is the lesson that is given in the first semester until fourth semester, and writing is very important lesson. For English department students, learning writing is basically to prepare them to understand written language and help them become independent learners. To understand writing in English, they have to understand grammar and structure, beside that they have to enlarge their vocabulary. To overcome student's difficulty the teacher always reviews the last lesson on the next lesson. At the end of the lesson the students are expected to write well. The students have to submit their work every week, it is done in order that the students accustomed write in English, the students are expected to know well about the material that is provided by the teacher in the teaching learning process.

The problem raises by the writer is that how the teaching learning process of writing at English department of Muhammadiyah University of Surakarta. Which is included some components, such as: learning objective, the syllabus, the material, the method, evaluation, the strength and weakness of the teaching learning process. The objective of the study is to know how the teaching learning process of writing at English department of Muhammadiyah University of Surakarta, included the component of teaching learning process above.

The benefits of the study, theoretically is to be used as input in English teaching learning process especially on writing skill, besides, The result of the research can be used as reference for those who want to conduct a research in analyzing teaching learning process especially on writing skill. And practically, the finding of the study will be useful to give some contribution for the betterment of teaching learning process of writing, besides, The finding of the study can be used as the reference for the future researcher who conducts the research on writing skill.

The writer uses some reference, such as Selviana's work (2010) entitled "*A Descriptive Study On Teaching Writing Descriptive Text Using Picture To The Second Year Students Of SMP Negeri 1 Prambanan In 2009/2010 Academic Year*", this study was conducted in SMP N 1 Prambanan especially the second year students. The objectives of the study are to describe the teaching witing descriptive text using picture, to the second year students of SMP N 1 Prambanan. The writer took 65 students as the subject of the

research. The data is descriptive qualitative data and the source of data taken from event, informant, and document, she used observation, interview and document to collecting the data. The techniques of analyzing data are describing the process of teaching writing using picture. The result of this study shows the student's ability in making descriptive text using picture was good enough. The students could make the descriptive text using picture based on its structural elements, although there was a mistake in it. The core average is 88, 07. In class 8b, the lowest score is 45 and the highest score average is 71, 69.

Enur Siti Nurjanah (2011), conducted research "*A Process Genre Approach to Improve the Student's Writing Ability.*" Enur's work was conducted in teaching and learning of writing to the eleventh grade students of MA Persis Katapang Bandung. The objective of this study was to know the students' writing ability by implementing process genre approach in the teaching learning process. The implementation of the strategy required six meetings of two-hour lesson, The data were gathered through writing tasks, observation, field notes and questionnaires. The technique of analyzing data is describe the teaching learning process using genre approach. The result of her study is the process genre approach has proven to be effective not only in improving the students' writing ability but also in increasing their participation in the teaching and learning process. The average score the students obtained increased from 47 to 70 in the task, while the students' participation could get

to 100%. In addition, this approach is effective to build the students' positive attitude towards writing lessons and writing in English.

ST. Y Slamet Hadisubroto (2008), who conduct a research. “Ketrampilan Menulis Mahasiswa Ditinjau dari Pendekatan Pembelajaran dan Struktur Bahasa” The research was conducted in Elementary School Teacher Education Study Program (PGSD), FKIP University of Sebelas Maret (2007). The objective of this research is to study the effect learning approach and grammar mastery on the writing skill of the students. The method of the research is experiment with a sample consisting of 80 students selected randomly. To collect the data he uses instrument of making the writing and objective test. The result of this study is the group of students that were taught by general integrated learning approach in the teaching learning process have high grammar mastery with average score 71,80 while students that were taught by fragmented learning approach have low grammar mastery with average score 60.

This research is different from the researches above. The first research is aimed at describing the teaching writing descriptive text using picture, the objectives of the study are to describe the teaching witing descriptive text using picture, while the writer research is aimed at describing the teaching learning process of writing.

The second previous study focused on analysis of teaching writing just by genre approach. The teaching learning process could be effectively with

many steps in genre approach, the students is provided texts and let them to work with the text, the writer research focus on the teaching learning process of writing not only in genre method.

While the third previous study focus on linguistic grammar of student's writing, that in general integrated learning approach gives achievement in writing skill higher than that of the fragmented learning approach. For the group which has high grammar mastery, the integrated learning approach gives higher achievement than that of the fragmented learning approach, this research just focused on the result of the student's comprehension of the teaching learning process, while the writer research focus on everything that is related to the teaching learning process of writing.

Grabe and Kaplan (1996) explore the meaning of writing in terms of the rhetorical triangle in writing. And such triangle consists of the reader, the recipient of the final product of the writing process, the writer, the originator of the message, and the subject matter and text itself. Both the writer and the reader have to consider all these aspects when writing and reading, respectively, for each one plays a significant role in the journey towards meaning.

B. RESEARCH METHOD

The type of the research is descriptive qualitative, especially ethnography research. Subject of the research is the students and the lecturers of writing at English department of UMS, the name of the

lecturers are Ms. SS (Class D), Mr. Ms (Class E), and Mrs. SL (Class K) and the total of the students are 65. Object of the research is teaching learning process of writing at English department of Muhammadiyah University of Surakarta 2011/2012 academic year, especially the second semester. The data are taken from event, informant, and field note. The method of collecting data are observation, interview, and document.

C. FINDING AND DISCUSSION

1. Research Finding

The writer knows that almost learning objectives of writing are to make the students write, the teacher hopes that the students can write well. The type of syllabus is task based syllabus. The materials of writing is genre text and vocabulary. The method used is eclectic method. The procedure of teaching learning process is consist of pre activity, main activity, and post activity. The media used by the teacher is handout, and whiteboard. The teacher's roles are facilitator, classroom manager, instructor, consultant, and evaluator. The student's role is as the subject. The evaluation is composition test. Besides, the teacher gives the students periodic test. The strength of teaching learning process is students more active and creative, besides independent. The weakness is the use of media is not maximal, and target language is used rarely.

2. Discussion

The writer knows the objective of writing is basically to make the students write well with correct grammar, structure, and vocabulary. The type of syllabus of writing in English department is task based syllabus. Task based syllabus is organized around tasks, rather than vocabulary (Richards, Platt, and Weber, 1985: 289). The teacher more often used native language than English. In explaining the material, the teacher translated the explanation into native language. As the teacher said, it was done in order that the students understood deeply the material. And the characteristic of GTM was seen here, grammar and vocabulary were emphasized. In teaching writing, evaluation is used to know the students' writing progress.

D. CONCLUSION

The writer concludes that the teaching learning process of writing at English department of Muhamadiyah University of Surakarta is effective. The students can increase their ability in writing, because the teacher always gives them periodic test besides mid and final test. Besides, the teacher lets the students to be independent learners. The weakness of the teaching learning process is fewer than the strength.

E. SUGGESTION

The writer suggests the teacher should use target language more often than native language, in order that the students get used to listen the teacher's explanation in English and understand English well.

The writer realizes that the paper is not final. This paper is just limited on the teaching learning process of writing at English department of Muhammadiyah University of Surakarta. There are still many inadequacies dealing with the theory, method, or perhaps the technique. The writer hopes that the next researcher will be better to give more contribution to teaching writing, such as, may be the other researcher can conduct the research about the difference of the method used in teaching.

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