

**TEACHING LEARNING PROCESS OF WRITING SKILL AT ENGLISH**  
**DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF**  
**SURAKARTA: A MICRO ETHNOGRAPHY**



**PUBLICATION ARTICLES**

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### PUBLICATION ARTICLES

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**TEACHING LEARNING PROCESS OF WRITING SKILL AT ENGLISH  
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ETHNOGRAPHY**

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**ABSTRACT**

*This research is aimed at describing teaching learning process of writing skill at the fourth semester English Department of Muhammadiyah University of Surakarta. It is conducted to describe (1.) learning objective, (2.) syllabus, (3.) material, (4.) methods of teaching writing, (5.) classroom procedure and activity, (6.) teacher role and learner role, (7.) media used in teaching writing, (8.) the strength and weaknesses of teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta.*

*Type of the research is descriptive qualitative research; the writer uses one of them that is micro ethnography. In this research the data derived from event, informant and document. There are three techniques in collecting data namely; observation, interview and document. The researcher used reduction of the data, display the data, conclusion and verification in analyzing data. The data are achieved from information related to the process of teaching writing IV in the form of field note, interview scripts and document.*

*The results of the study show that: 1.) the learning objective is to help the students preparing conduct the research paper, 2.) the type of the syllabus of writing IV is Task Based Syllabus, 3.) the material in teaching writing IV, the teacher used Writing for Academic English and The Handbook of Composition, 4.) the method used in teaching writing IV is GTM, Discussion Methods and Direct Methods, 5.) classroom procedure and activity is pre activity, main activity and post activity. 6.) the roles of the teacher are as manager, as instructor, as facilitator, as evaluator and as counselor and roles of the learner are as a listener and speaker and as a performer. 7.) the media used in teaching learning of writing skill at English Department of Muhammadiyah University of Surakarta is various, such as computer or laptop to displaying the material into LCD, textbook, realia, etc. 8.) the strength of the methods used is students enjoy the writing subject in the classroom. Besides the strength, there are weaknesses of teaching writing, such as there are many students who do not understand the target language because the teacher used native language more frequently than target language, in addition the teacher also needs much time to explain the material in the classroom.*

*Keywords: teaching writing*

**A. INTRODUCTION**

English is important in the global communication. This universal language is spoken in many countries in the world. English language is not only facilitating us to communicate and interact with people throughout the world but it can

also change our life to be better. As an international language, English language has many applications, such as Businesses, Education domain, academic domain, cultural and political domains all use English as a language of communication. It is also used in

traveling, doing business, taking examination, doing research, writing a research, are all using English language as the media of communication.

There are four English language skill that mastered by the learner who study English. They are speaking skill, writing skill, reading skill and listening skill. Meanwhile, the most important skill between the other skills is writing skill because writing is the real form to realize all of the skill.

Writing is not an easy skill to master. There are many problems appear in the teaching learning process, such as the problems that students face in writing class. *First*, it relates to the condition of the students who have limited vocabulary that will make them unable to enjoy the situation during writing class because they are confused about their idea in Indonesian language and they cannot write their ideas in Indonesian language because of limited vocabulary. *Second*, the teacher only gives materials, like reading dialog text from handbook and completing, and then waits the writing time finishes. It makes students bored. *Third*, there is no high motivation to learn since the students have limited opportunity to express their idea because the writing lesson is only learnt in English and Indonesian language. No wonder that

writing activity becomes dull, dry, and boring (Leki in Fauziati, 2010: 46).

Writing skill in Muhammadiyah University of Surakarta is becoming very important, because writing skill contains a lot of skills such as grammar, choice of word, mastering vocabulary. The students must mastered vocabulary to be good writer. Writing skill in Muhammadiyah University of Surakarta also becomes important, because it is one of requirements for getting bachelor degree of education. The students must write the research paper in the final of their study.

There are many problems appear in teaching learning process. *First*, the students are also bored to study in the class because the teacher have no new methods to teach writing, The teacher only gives materials from handbook. *Second*, The limitation of vocabulary that they have also becoming serious problem to start writing, because Indonesian language and English language have different structure of word; this condition makes students get difficulties to start writing. *Third*, The students need inspiration to start writing; actually, they have many ideas in their mind in Indonesian language, but they cannot write their idea in English language because of limitation of the vocabulary.

Based on the background above, the writer is interested in conducting a research entitled: *Teaching Learning Process of Writing Skill at English Department of Muhammadiyah University of Surakarta: A Micro Ethnography*.

Previous study which is related with this research is conducted by Tauruswati (UMS, 2011) entitled *A Study on Teaching Learning Writing Descriptive Text to the Second Year Students of SMP N 2 Colomadu in 2011/2012 Academic Year*. She found that teaching learning process of descriptive text the class VII C in SMP N 2 Colomadu. The teacher uses four procedures in teaching-learning process such as Building Knowledge of the Field (BKOF), Modeling of Text (MOT), Join Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

The result of the analysis shows that There are some strengths and weaknesses in teaching-learning process. The strengths are giving review of the materials that have been taught, giving modeling text, and asking the reflection in the end of meeting. The weaknesses are the lack of building knowledge for the students before explaining the new materials and the appropriate assignment

for the students based on JCOT and ICOT.

The second previous study was written by Sari (UMS, 2011) with her research paper entitled *The Implementation of Teaching and Learning Descriptive Text at the 2<sup>nd</sup> Year of SMP N 2 Kartasura in 2010/2011 Academic Year*. The purpose of this study is to describing the implementation of teaching-learning process of descriptive text in SMP N 2 Kartasura especially in VIII C class that covers 42 students. She focuses on problem faced by the teacher in teaching English descriptive text and the kinds of problems faced by the students in learning descriptive text the second year students.

The third previous study was written by Kumalasari (UMS, 2011) with her research paper entitled *A Descriptive Study on the Teaching Writing to the First Year Students of SMP N 2 Nawangan Pacitan in 2010/2011 Academic Year*. She focuses on problems faced by the teacher in English writing teaching learning at the first year students.

The result of data analysis shows that The result showed that the problems faced by the teacher during teaching writing, includes: class management, limited time, different capability of the

students and unstable motivation of the students.

Seeing the descriptions of the three researches above it can be seen that they are different from the one that the writer does. All of the previous researcher, the subject of this research is the students in Junior High School, but in this research the subject of this research is Students in College or University.

Based on the researches above, the writer intends to extend the previous researchers, especially to increase the knowledge related to writing subject. Here, the writer wants to distinguish her research from the previous research focuses on teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta especially at the fourth semester.

White (1992: 8-12) states that “writing is a complex activity which consists of some components that construct the result of writing ability”.

According to Brown (2004: 319) teaching writing is like swimming; someone learns to swim if there is a body of water available and usually only if someone else teaches him. Like swimming, writing is taught if someone is member of a literate society, and usual only if someone else teaches him.

Widdowson (1996: 61) states that “writing is a physical productive activity”. Productive activity here means producing marks that are perceived by the eye as a result of the movement of the arm and fingers.

White and Arndt (1991) who state that stages in process writing include generating ideas, focusing, structuring, drafting, evaluating and reviewing, which all interact recursively.

Badge & White (2000: 154) states that this sequence of activities typically occurs in four stages: “prewriting, composing/drafting, revising, and editing”.

In teaching learning process, teacher has important roles, and so on the students. According to Breen and Cadlin, the teacher has three main roles in communicative classroom. The first is to act as facilitator, the second is to act as participant and the third is to act observer and learner.

In teaching learning process of writing, the students also have important role. Richard and Rodger’s (1986) in Nunan and Lamb (1996: 140) point out that the different method will reflect assumptions about the contributions that learners can make to the learning process.

The problem statement of this research “How is the teaching learning

process of writing skill in Muhammadiyah University of Surakarta?”

To answer this problem the writer raises some subsidiary research question as follows:

1. What is the learning objective?
2. What is the syllabus used in teaching learning process of writing skill in Muhammadiyah University of Surakarta?
3. What are the materials used in teaching learning process of writing skill?
4. What are the methods used in teaching learning process of writing skill in the classroom?
5. How is the classroom procedure and activity in writing class?
6. What are the teacher roles and student roles in teaching learning process of writing?
7. What is the media used in teaching writing?
8. What are the strengths and weaknesses of teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta?

The objectives of the study are aimed to describe teaching learning process on Writing Skill at English department of Muhammadiyah University

of Surakarta; especially on learning objective, material, syllabus, the method used in teaching learning process, teacher roles, student roles, the classroom activity, strengths and weaknesses in teaching learning process of Writing Skill.

## **B. RESEARCH METHOD**

The type of research that is used by the writer is Qualitative research. There are many kind of qualitative research; the writer uses one of them that is micro ethnography. “Ethnography is the study of people’s behavior in natural occurring, ongoing setting, with a focus on the cultural interpretation of behavior” (Brown and Gonzo (1995: 8) Ethnography describes about the social life in any situations but in natural settings.

The subject of the study is the English Teacher of Fourth Semester, especially writing Teacher and the Students of Fourth Semester at English Department Muhammadiyah University of Surakarta, which consist of four classes as the subject of the study. There are 76 students as the subject of the study.

The object of the study is teaching learning process on writing skill. In teaching learning process on writing skill the writer focus on the methods used in teaching learning process, the learner

roles, the types of teaching and learning activities, the weaknesses and strengthens of the method used in teaching.

There are two types of data, primary and secondary. The primary data were taken from the first resource through the direct observation, while the secondary data are taken from the second resource that can be documentation data. In this study there are two source of the primary and one secondary.

1. Event; it is teaching learning process on writing skill, teaching learning process happens on 2<sup>nd</sup> April 2012 until 22 June 2012 at fourth semester English Department of Muhammadiyah University of Surakarta.
2. Informant; the informant in this research is English Teacher, especially writing teacher (Mr. Fitri Kurniawan, Mrs. Siti Fatimah, Mrs. Alwiyah Vivi and Mrs. Fitri Endah Pratiwi) and student of English Department of Muhammadiyah University of Surakarta at fourth semester.
3. Document; in this study, the teacher (Mr. Fitri Kurniawan, Mrs. Siti Fatimah, Mrs. Alwiyah Vivi and Mrs. Fitri Endah Pratiwi) using the documents is the writing material such as the compiled book from

*Writing for Academic English* and *The Handbook of Composition* and exercise book.

In collecting of the data, the writer collects the data by observation, interview and document. The writer observes April, 2, 2012 until June, 22, 2012. She observes the students activities while teaching learning process occurred. She comes to the classroom and took a seat at the back row in order to make a normal condition. The writers introduced her in order to be part of this community. Interviewed the students and teachers.

The writer asks any information related to the writing skill at the fourth semester English Department of Muhammadiyah University of Surakarta and the last, the writer gets information material and documents as the evidence of the research such as writing material compiled book from *Writing for Academic English* and *The Handbook of Composition* and also exercise book. The writer uses the documents are handbook and material which is used in the class.

The techniques are: 1) Observation, she observes April, 2, 2012 until June, 22, 2012. She observes the students activities while teaching learning process occurred. She comes to the classroom and takes a seat at the back row in order to make a normal condition.



The writers introduce her in order to be part of this community. In this observation the writer uses non participant observation in which the writer does not involve in the activities of the subject of the research. 2) Interview, the researcher interview with writing teachers and students about the English teaching learning process on writing skill. 3) Document, the writer gets information material and documents as the evidence of the research such as writing material compiled book from *Writing for Academic English* and *The Handbook of Composition* and also exercise book. The writer uses the documents are handbook and material which is used in the class.

The technique for analyzing data through three steps; *the first step* is reduction of the data means process of selection, simplification and transformation of the data to the field note. The writer focused on each research problem, then simplifies of the data in the field note. *The second step* is displaying the data, one of method to arrange the data in order to draw conclusion. The data which the writer gets in arranged then described to get conclusion and *the last step* is conclusion and verification, the writer draw

conclusion of the observation to know the writing skill in the learning process at fourth semester English Department of Muhammadiyah University of Surakarta.

## C. FINDING AND DISCUSSION

### 1. Research Finding

In research finding, there are some dimensions found in the field that need to be presented, namely: 1.) the learning objective, 2.) the material, the syllabus, 4.) the method in teaching reading, 5.) the teacher role, 6.) the learner role, 7.) the classroom activity and 8.) Strengths and weaknesses about the teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta.

#### 1.) Learning Objective

The objective of teaching writing is to help the students preparing research paper and help the students develop their writing skill in meaningful way; to develop the communicative competence of the students in four language skills and one of them in writing.

#### 2.) The material

Material is a very important thing in English teaching-learning process. The material should be appropriate with the syllabus. From the interview, the writer concludes

that the material in Writing IV in Muhammadiyah University of Surakarta is the compiled book from *Writing for Academic English* and *The Handbook of Composition*. The material in teaching writing IV before mid semester is Introduction to Research Paper; Outlining, Observation Report and Interview report the material after mid semester are is Summarizing, Paraphrasing, Note taking, Drafting and Revising.

The teacher has to focus on the syllabus so that he can make the teaching writing efficient and meaningful.

### 3.) Syllabus

The type of syllabus in this study is Procedural/ Task-Based Syllabus.

### 4.) The method used in teaching learning process

In teaching writing IV, the teachers always have different methods to teach the students and make students interested in learning this subject. The fourth semester teacher of Writing IV applies various methods especially to give inspiration to the students in starting writing. The teacher usually used federation methods to apply their style of teaching suitable with the materials in

teaching writing. Variation methods in teaching learning process make students are not bored in the class. The teacher uses three methods, namely: Grammar Translation Method, Discussion Method and Direct Method.

### 5.) Teacher Role and Learner Role

#### a. Teacher Role

Breen and Candlin (1980) in Nunan (1998: 87) stated that the roles of teacher in teaching learning process, first, is to act as facilitator, the second is to act as participant and the third is to act observer and learner. The writer concludes that the teacher roles in teaching learning of writing skill at English Department of Muhammadiyah University of Surakarta is suitable with Breen and Candlin's theory.

#### b. Learner Role

Johnson and Paulson (1976) in Richard (1986) stated that learners' role to plain their own learning program and this ultimately assume responsibility for what they do in the classroom. From the statement the writer concludes that the students' role in writing class is suitable with Johnson and Paulson's theory.

#### 6.) Media used in teaching writing

The media used in teaching writing in English Department of Muhammadiyah University of Surakarta is various. The media of teaching writing of four teachers in explaining material is same, such as computer or laptop to displaying the material of writing into LCD, textbook, or realia such as public identity, student identity, etc. Although the four of teachers have the same media, each of teachers has different character in teaching writing.

#### 7.) Strength and weaknesses

The writer finds the strength of teaching learning process of writing in many aspects, such as: learning objective, syllabus, material, method, teacher's role and student's role.

##### a. Learning objective

Learning objective of writing skill is facilitating the students to preparing research paper.

##### b. The syllabus

Type of syllabus of writing IV is task based syllabus. Task based syllabus is a syllabus which is organized around tasks, rather than in terms of grammar or vocabulary.

##### c. The material

The material is printed material and non printed material. Printed material makes students easy to understand the material and non printed material such as power point and video make students more interesting to following teaching learning process of writing skill.

##### d. The method

The method used in teaching writing is various methods, Grammar Translation Method, Discussing Method and Direct Method. Based on the writer observation, GTM makes students enable to understand the material that given by the teacher because the teacher used the student's native speaker.

##### e. Teacher Roles and Learner Roles

###### 1.) Teacher's Role

Based on the writer observation teaching learning writing at English Department of Muhammadiyah University of Surakarta, the teacher has complete role, teacher as manager, teacher as an instructor, teacher as a facilitator and teacher as evaluator.

###### 2.) Student's Role

Based on the writer's observation of the teaching learning process of writing skill at English

Department of Muhammadiyah University of Surakarta, the student's role is as a subject not object.

Besides the strength, teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta also has weaknesses, the writer find the weaknesses on the method and material.

a. Method

The teacher used Grammar Translation Method in teaching writing. The teacher explained the material used more native language than target language. The teacher used English language rarely, it make the students less understand in English.

b. Material

The material in writing IV is very complex and difficult, because the target of this learning objective is preparing the students to conduct research paper.

## 2. Discussion

Based on the research findings, the writer wants to discuss the research finding of teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta.

After analyzing the data, the writer finds the real process of teaching learning process of writing skill at

English Department. Based on the research finding above, there are some components which the writer discusses in research finding. The components consist of the learning objective of teaching writing, syllabus, material, the method used in teaching learning process of writing, classroom procedure and activity, the teacher's role and learner's role, the media used in teaching writing, and weakness and strengthens of teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta.

In the writer's observation, teaching learning of writing in English Department of Muhammadiyah University has complete role. In this teaching learning process of writing, the students as a subject not object. The students were more active and creative in followed the teaching learning of writing.

In teaching writing, the four teachers use various methods to teach writing skill, especially writing IV to make different situation when explained material and made students were not bored. There are three methods used by teacher; Grammar Translation Methods, Discussing Methods and Direct Methods. In explain the material the

teacher more often used native language than English.

The procedure of teaching learning process is some activities doing by the teacher and students in the classroom. The procedure in classroom activity divided into three activities, namely; pre activity, main activity and post activity.

Teacher's role is very important in teaching learning process. Based on the observation, the writer sees that four teachers hold an important role in teaching writing, and they have same roles. As manager, the teacher does not only transfer their knowledge, but also guides the students to get the knowledge.

Besides teachers' role, the students' role also important in teaching learning process of writing skill. As listener and reader, the students are expected to listen carefully and can respond attentively to the teacher. As performer, the students listen to the command in the target language and respond immediately for example the teacher gives them opportunity to express their ideas; the teacher motivates the students to be active.

The media of teaching writing of four teachers is same, besides white board, the teacher also used media computer and LCD. This facilitation can

make students more understand with the material.

The strength of the methods used in teaching learning process of writing is the students enjoy the writing subject in the classroom. Besides the strength, there are weaknesses of teaching writing, such as there are many students who do not understand the target language because the teacher used native language more frequently than target language, in addition the teacher also needs much time to explain the material in the classroom.

### 3. Conclusion

After describing and analyzing data, the writer draws conclusion based on the observation of the teaching writing to the fourth semester students in Muhammadiyah University of Surakarta.

The learning objective in Writing IV at Muhammadiyah University of Surakarta is to facilitate the students to prepare research paper. Whereas according to the text book, the purpose of teaching writing is to help the learner improve the writing ability.

In teaching Writing IV the teacher used "The compiled book from *Writing for Academic English* and *Teacher Handbook of Composition* and also exercise book". Materials are Introduction to Research Paper;

Outlining, Observation Report and Interview report, Summarizing, Paraphrasing, Note taking, Drafting and Revising.

The teacher has to focus on the syllabus so that they can make the teaching reading efficient and meaningful. By the syllabus, the teacher can manage the teaching learning process especially in teaching Writing IV effectively.

The method used in Writing IV is Grammar Translation Methods, Discussing Methods and Direct Methods. Teaching procedures of teaching learning activities are Pre Activity, Main Activity and Post Activity.

In teaching writing the teacher has roles, the teachers are as a manager, teacher as an instructor, as facilitator, as an evaluator, and as a counselor. The learner also has roles such as listener and performer.

In teaching writing used various methods such as Grammar Translation Methods, Discussing Methods and Direct Methods has strength and weaknesses. The strength is students active in class of answering question from teacher and asked a question, and the last is students can increase the vocabulary.

Based on the description above, the writer also concluded that the the

teacher roles and student roles at English Department of Muhammadiyah University of Surakarta have complete roles. The students can increase their ability in writing because the teacher helped them to be independent learner and always gave opportunity to ask for the question about the material during teaching learning process of writing skill in the classroom and the teacher also give them exercises in home to improve their ability in writing.

Besides the strength of the teaching learning process above, teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta also has the weaknesses in using methods, for example when the teacher explained the material used Grammar Translation Methods, the teacher used native languages more often than target languages, which this condition make the students less understand in English and the teacher needs much time in class

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