TEACHING WRITING TO THE SEVENTH YEAR OF SMP BHAKTI KARYA MOJOGEDANG KARANGANYAR IN 2011/2012 ACADEMIC YEAR

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by

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APPROVAL

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ABSTRACT

This research aims at describing teaching writing to the seventh year students of SMP Bhakti Karya 2011/2012 academic year. The objectives of this research paper are to describe: 1) Process of teaching learning writing in the seventh year students in SMP Bhakti Karya Mojogedang. 2) Techniques of teaching writing. 3. the problem in teaching learning writing.

The type of this research is descriptive qualitative. The data of this research are collected by observing the English class and interviewing the English teacher. The data of this research are the seventh year student’s activities in speaking in SMP Bhakti Karya Mojogedang in 2011/2012 academic year, field note and data from interviewing English teacher. The subject of this research is English teacher and the seventh grade students of SMP Bhakti Karya Mojogedang. The object of this research is teaching writing to the seventh year students in SMP Bhakti Karya Mojogedang. The methods of collecting the data of the research are observation, interview, and documents.

Based on the result of the analysis, the teacher uses BKOF, MOT, JCOT, ICOT as the learning procedure. The procedures of teaching writing is developing and preparing the student’s writing skill. The materials are students worksheet and real situation. The media are picture, and LCD projector. The techniques are task, classroom discussion, and repetition. The evaluation is conducted by interpreting all of English skills. While the teacher roles are facilitator, counselor, and motivator. The teacher’s problems are: The problem solving applied by the teacher in teaching writing are by using group work to manage the number of the students that overload, arranging the position of the students place in class, giving advice, motivation, and uses interesting media to attract the students attention in English teaching learning process.

Keywords: writing, teaching writing, techniques

INTRODUCTION

In Indonesia, English as a foreign language becomes very important as a means of communication to make a relation between Indonesia and the other countries in the world. Because of them, English has an important role in the society both in national and international scopes. So, English has to be learned in formal school from elementary level up to university level. It is considered as a difficult subject for the Indonesian students, because
English is completely different from Indonesian language viewed from the system of structure, pronunciation, and vocabulary.

Of the four English language skill, writing is the more difficult skill to learn. To master the skill, students should master some aspects namely grammar, idea, vocabulary, punctuation, and so on. According to Leki (1996) in Fauziati (2010: 173) the main purpose of learner’s writing activity is to catch grammar, spelling, and punctuation error. The writer must be able to organize idea, to construct the sentences, to use punctuation and spelling well and to arrange their writing in cohesive and coherent paragraph.

The teacher is not to tell the students what they should learn, but to help them to select what they want to learn. The teacher becomes the facilitator of learning of personal and social change by assisting the developing person at those points where help is requested. The problem is the teacher does not have a good technique which is used as an orientation for teaching writing. The teacher usually just focuses on teaching reading and grammar, because they think that the component of writing is included in it.

In this research, the writer choose the first students of SMP Bhakti Karya Mojogedang as a place to do the research. SMP Bhakti Karya which is located in Mojogedang Karanganyar, starts teaching learning process at 07:00 am to 12:30 pm. This school is a good alternative for the learners because they can learn religion while studying. They can get knowledge of religion and science at the same time. Teaching English here is taught two hours or classroom activities, and it focuses on learning language skills, namely listening, reading, speaking, writing and integrated vocabulary and grammar.

The writer is interested in observing the first students of SMP Bhakti Karya because in this school the English language of appreciate less, so the writer is interest to know the technique, the process of teaching learning and the material especially in teaching writing.

The problem statement of this research are “How is the process of writing teaching-learning at the first year of SMP Bhakti Karya Mojogedang? This general question is divided
into some subsidiary questions as follows: What are materials given to students?, What are the media used by teacher?, How is the process of evaluation?”. “What are the techniques of teaching writing to the seventh year students in SMP Bhakti Karya Mojogedang?”. “What are the problems in teaching writing?

The objective of this research Describing the process of writing teaching-learning at seventh year students SMP Bhakti Karya Mojogedang?, A specifically the objectives of the research as follows: to describe the materials given to students. to describe the media used by teacher, To describe the process of evaluation,. Describing the techniques of teaching learning writing in the first year students in SMP Bhakti Karya Mojogedang?, Describing the problem in teaching learning writing.

The previous studies about teaching writing are: research is entitled: “increasing student writing skill using picture strip story (a classroom action research at the first grade of MTs Ma’hadul Muta’Alimin Katerban Ngawi)”. This research is conducted by Rizka Tina Emilia, a student of Muhammadiyah University of Surakarta in 2004. She focuses on the implementation of the picture strip story in students learning and the impact of the picture to the student ability. The result of her research is the techniques that used by the teacher can increase the student’s ability in making a composition.

The second research is” Study on Teaching-Learning Activities of Writing Descriptive Text to The Tenth Year Student At MAN 1 Surakarta Boarding Scholl. This research is conducted by Farida Nur Khasanah, a student of Muhammadiyah University of Surakarta in 2006. The researcher describes the implementation of teaching learning process of writing descriptive text and the kinds of problem faced by the teacher in English writing descriptive text. In addition, the subject of this research is The Tenth Year Student At MAN 1 Surakarta Boarding School.
Based on the explanation above the writer interests to study the teaching techniques of writing at the first grades in SMP Bhakti Karya Mojogedang Karanganyar, through the research entitled **Teaching Writing To The Seventh Year of SMP Bhakti Karya Mojogedang Karanganyar In 2011/2012 Academic Year**, the writer wants to describe the teaching writing in **SMP Bhakti Karya Mojogedang Karanganyar** which is applying writing class and problem faced by the teacher.

I. METHOD OF COLLECTING DATA

In this research, the writer uses a descriptive qualitative research. According to Creswell in Herdiansyah (2010:8) Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, report detailed views of informant, and conducts the study in a natural setting. The subject of this study limits to the teacher and the students at the seventh grade of SMP Bhakti Karya Mojogedang Karanganyar in 2011/2012 academic year. The object of the study focuses on the teaching writing to the first year students in SMP Bhakti Karya Mojogedang Karanganyar. The data of this research are the information of the first year students and the teacher’s activities in writing in SMP Bhakti Karya Mojogedang Karanganyar in 2011/2012 academic year. In this study, there are three sources of data namely field notes, informant, and document. In analyzing the data after collecting data, the writer uses three techniques they are: data reduction, data display, and verification.

II. RESEARCH FINDING AND DISCUSSION

1. The Process of Teaching Writing to the Seventh Grade Students of SMP Bhakti Karya, Mojogedang, Karanganyar

a. The Material of Teaching Writing

Based on the writer’s observation to the seventh grade students of SMP Bhakti Karya, the material for teaching writing have been suitable with syllabus. The material for teaching writing is based on the topic in the textbook. Those topics are organized as material according to the syllabus. The textbook that is used by the teacher is “English in focus” but also she takes another sources such as Student Work Paper (LKS) which is based on the Kurikulum
Satuan Pendidikan or KTSP. This work sheet is designed for in the second semester. It is not only the teacher who has this book but also the students too. This book is easy to understand and try to up date and different from previous editions. Because every material completed with explanation, pictures, examples, exercises, daily exercises and exercise for examination. So, it is more interesting. It is usually used by the teacher to give homework the students

b. The Media of Teaching Writing

In order to make the teaching-learning process interesting, the teacher used some media to support the teaching-learning process. It is very important, because the students more enthusiast and did not easily bored. The teacher used picture, board, and real condition around the students as the media. The teacher used it to create imagination in order to the students easy to understand and fun with the material.

Based on the observation conducted, the teacher used direct observation and direct observation. For the direct evaluation the teacher gives evaluation such as written and oral test. For example, in written test, the teacher write in the board, and then the teacher ask to the students to do the exercise in their own book. After that, the students and the teacher evaluated the exercises together. Through the evaluated together, the teacher know the students’ competence. In oral test, the teacher split the class in pair work and discuss about the topic of material. The teacher can evaluate from their students oral skill. While in direct evaluation, the teacher also evaluated from the student’s activity, such as the students active to ask if the material did not clearly

Technique encompasses the actual moment-to moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities integrated into lessons and used as the basis for teaching and technique.
In teaching writing, the teacher used appropriate techniques for the material, there are:

- Classroom discussion
- Task
- Pair Work

Based on the observation, the writer concludes that the teacher always uses similar steps in teaching writing. There are three steps of teaching-learning process of vocabulary, namely:

1) Opening the class,
2) Core learning: a) Building Knowledge of Field (BKOF); b) Modeling of the Text (MOT); c) Joint Construction of the Text (JCOT), and d) Individual Construction of the Text (ICOT), and
3) Closing.

2. The Problem in Teaching Writing.

a. The Problem in Teaching Writing

The problem in teaching writing that faced by the teacher can be divided into, problems in teaching learning process and writing acquisition. The first problem in teaching learning process is class management. The members of the students that too crowded can make the teacher get difficulties in manage the classroom. The second problems is the motivation of the students, the students in the first grade have different motivation in following the teaching learning process. The students sometimes feel enthusiast to study, but they also feel bored in the teaching learning process. It caused by many factors. Sometimes, they feel bored the monotonous teaching learning process, or they do not fell enthusiastic went get difficulties material. The third problems is the teacher has limited time. The English schedule in this school is 4 x 40 minutes a week. This time is used to teach all language skills, namely: writing, reading, listening and speaking. So the time is not enough for all the language skill. Moreover, the numbers of the students make the teacher more difficult to manage time. For example, when the teacher asked the students to present their work in front of class, not all students could present their work because of the limited time. The four problem is each
students have different capability in receiving the material. Some of them could learn the material and other learned it slowly. This situation makes in the teaching learning process doesn’t run well. For example, when the teacher explained material to the students, some of the slow learners didn’t understand what the material she has explained. The rest of the students understood it well. If the slow learners don’t ask the teacher about their difficulties, the teacher does not know that they still understand. Consequently the teacher should recognize her students well and know their capability with giving much attention rather than the general students.

b. Problem solving applied by the teacher

In solving the problems that related to the teaching learning process, the teacher uses some techniques, interesting media like pictures, and giving motivation and advice to the students. The teacher used a group work to manage the number of the students that overload. It means to make the teacher easier to control the class. If the students are noisy, the teacher will call the students who noisy and give question or ask them to do the task in front of class. So, the will make the students are afraid to make noisy. To solve the problems about the difference motivation of the students, the teacher gives advice and motivation about the importance of their activity in writing class and the teacher always collaborates the teaching learning process with games or pictures when the students fell bored and loss spirit. The teacher also has other method that is the teacher will give score to the active students. The students can consult the difficult materials with the teacher in out of the formal time.

In solving the problems that related to the writing acquirement, the teacher uses pictures and dictionary to solve the problem related with meaning of the vocabulary. She always asks the students to memorizes the meaning based on the dictionary that completed with picture. So, the teacher also teaches to the students how to write a word correctly. The
teacher help the students by marking the first letter with capital or bold letter in the sentence. It has purpose to improve the students in writing skill. So, they can write the word correctly.

Based on the explanation above, the writer concludes that the techniques that used by the teacher in solving the problem have the strength and weakness. The strength is the techniques by using interesting media like picture make the students feel enthusiastic in joining teaching learning process. It also makes the students easy to memorize the word and its meaning. But, the weakness is the students bored when the teacher just used traditional dictionary in the teaching learning process. The student in the first grade still get difficulties to find meaning of the word through in the dictionary. So, they will bored with the activity like that. The writer argues that the teacher should uses the interesting media to attract the students attention.

B. Discussion

Based on the result of the conducted observation by the writer, she knows the process of teaching writing to the seventh year students of SMP Bhakti Karya Mojogedang Karanganyar, the problem faced by the teacher, and the problem solving used by the teacher. Based on the writer’s observation and interview with the teacher, the materials used by the teacher are work sheet (LKS) and handout. The most material used from LKS, it’s completed with explanation, pictures, examples, exercises, daily exercises and exercise for examination. Beside that the teacher also adds the material from real thing and the environment. The media used by the teacher are pictures, board, and real condition around the students. It is very important to make the teaching-learning process interesting, because the students more enthusiast and did not easily bored. The techniques used by the teacher are classroom discussion, task, pair work. It is make the students interest, enthusiast and easy to understand. The evaluation used by teacher through test and non test in teaching-learning process. Written test and oral test categorized as test, while for non test able to see in student’s behavior, those are the student’s activity in teaching-learning process. While for the
general process of teaching writing divided into four stages. The first stage is BKOF (Building Knowledge of the Field), in this step the teacher do apperception to build their knowledge related the material will be delivered. The second stage is MOT (Modeling of the Text), in this stage the teacher do explanation and giving example, while the students pay attention. The third stage is JCOT (Joint Construction of the Text), in this stage the teacher giving task to the students in pair work or discussion about the material then present about their work. And then the last stage is ICOT (Individual Construction of the text), this stage the teacher give the individual task and give the homework and remind to submit the next meeting.

In teaching writing, the teacher also had some problems. The problem in teaching writing that faced by the teacher can be divide into, problems in teaching learning process and writing acquirement. The first problem in teaching learning process is class management. The members of the students that too crowded can make the teacher get difficulties in manage the classroom. The second problems is the motivation of the students, the students in the first grade have different motivation in following the teaching learning process. The students sometimes feel enthusiast to study, but they also feel bored in the teaching learning process. It caused by many factors. Sometimes, they feel bored the monotonous teaching learning process, or they do not fell enthusiastic went get difficulties material. The third problems is the teacher has limited time. From those problems above, there are some solutions taken by the teacher to solve the problem. To solve the different characters is the teacher always used drilling and repetition to make all of the students easy to understanding. It is combining the interesting media to support their competence. Beside that, in this section the teacher always motivates the students who have low capability to enjoy learning writing, given more attention and explanation about the material to these students. To solve the second problem is the teacher will be give more attention to the students’ trouble maker calmly and give question, it is reduce the noisy. To solve the third problem is usually reviews
about the previous material. It is recall the memorization of the students about the vocabulary which the study before. To solve the last problem is the teacher tries to maximal the media used, and then he always helps the students with spells the vocabularies to make the students easy to note the vocabularies in their book. The unsupported media did not become the serious problem in his teaching activity as long as the teacher has a creativity to combine the media with the technique of teaching. The goal of this section is to reduce the students’ noise. In this section, the writer concludes that, this research is different from the previous study. The object of first previous study is the first year student at the MTS, but the object of this research is the students of MTS. The different technique has found in this research. The second previous study only observes the teaching writing using group work, but in this research the writer observe all of the technique of teaching writing. So the writer observes in the large point of view and does not bordered by one method or technique. The similarity of the research with the previous study is describing teaching writing.

III. CONCLUSION

Based on the result of the research, the writer would like to draw the conclusion. The Teacher’s Techniques in Teaching Writing at the First Grade of SMP Bhakti Karya Mojogedang Karanganyar The materials used by the teacher are work sheet (LKS) and handout. The most material used from LKS, it’s completed with explanation, pictures, exercises, daily exercises and exercise for examination. Beside that the teacher also adds the material from real thing and the environment to enrich their knowledge. The media used by the teacher are picture, board, and real condition around the students. It is very important to make the teaching-learning process interesting, because the students more enthusiastic and did not easily bored. The techniques used by the teacher are classroom discussion, task, and pair work. It is make the students interest, enthusiastic and easy to understand. The evaluation used by teacher through test and non test in teaching-learning process. Written test and oral test categorized as test, while for non test able to see in student’s behavior, those are the student’s
activity in teaching-learning process. The problem faced by the teacher in teaching writing to the first grade students of SMP Bhakti Karya Mojogedang Karanganyar are the different competence, the different character, the influence of environment, and the media. The problem solving by the teacher are to solve the different characters is always used drilling, repetition, and combining the interesting media to make all of students easy to understanding. Beside that, always motivates the students who have low capability to enjoy learning writing, given more attention and more explanation about the material. To solve the second problem is the teacher will be give more attention to the students’ trouble maker calmly and give question, it is reduce the noisy. To solve the problem is usually reviews about the previous material. It is recall the memorization of the students about the material which the study before. To solve the last problem is the teacher tries to maximal the media used, and then he always helps the students with spells the vocabularies to make the students easy to note the writing in their book. The unsupported media did not become the serious problem in his teaching activity as long as the teacher has a creativity to combine the media with the technique of teaching. The goal of this section is to reduce the students’ noise.

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