AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF WRITING
AT EIGHT GRADE OF SMP NEGERI 2 COLOMADU
IN 2013/2014 ACADEMIC YEAR

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ABSTRACT

The study is aimed at observing the instructional design for the teaching of writing skill at the eighth grade of SMP Negeri 2 Colomadu in 2013/2014. The objective of study is to describe instructional design in teaching learning process of writing skill at SMP Negeri 2 Colomadu. In this research, there are nine components of instructional design, namely: (1) Learning Objective. (2) Syllabus. (3) Instructional Material. (4) The Classroom Procedure. (5) Technique in Teaching Writing. (6) Teacher’s Role. (7) Learner’s Role. (8) Evaluation Model. (9) Teaching Media. The type of the study is descriptive qualitative especially naturalistic approach. 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 data, display the data, and verification or drawing conclusion. The result of the study, show that: (1) There are two learning objectives of teaching English especially in writing skill namely: general objective and specific objective. In general learning objective based on KTSP curriculum. In specific learning objective of teaching English in writing skill is written in syllabus and it supported indicator of lesson plan. (2) The type of syllabus is notion functional syllabus. (3) The instructional material used is printed material and the material that compare both print and non print source as sell as access material and material on the internet. (4) The classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) with different patterns. (5) Technique used in teaching writing skill are brainstorming, instructor-initiated question and probes, discussion a topic or question, peer-editing and the instructor’s feedback. (6) The teacher’s roles are facilitator, classroom manager, instructor, consultant, and evaluator. (7) the learner’s roles are monitor and evaluation their progress, learner learn from the teacher, members of a group and learn by interacting with others. (8) Evaluation model applied are daily examination, middle test and final test. (9) The media used in teaching learning process are textbook as printed media and LCD projector as electric media.

Key words: Instructional design, Teaching learning Process, Writing Skill,
INTRODUCTION

English is very important for human communication. However, for some students, English is very difficult to learn. In English lesson, students must learn four skills that are very important to study, namely speaking, reading, listening and writing. Writing skill is the most difficult skill for the students.

One of the important English skills is writing, which is also important in teaching learning process of English. Writing has a close relationship with text. In addition, writing also has a close relationship with grammar and vocabulary. In writing exercises the students need to be personally involved in order to make the learning experience of lasting value.

Teaching English in Junior high school is the basis in understanding English. This research was conducted in SMP Negeri 2 Colomadu. SMP Negeri 2 Colomadu is a state junior high school and a nationally standard school. It has students around 1000 students from seventh grades up to the ninth grade. In this school English lesson is taught almost everyday. At egith grade, the material taught is genre text such as, descriptive, recount and narrative. It need deeply skill in reading and writing. In writing skill the teacher has expetation to make progressing for students in writing form. In the teaching learning process the teacher used bilingual. It means the teacher used target language in giving simple instruction to students, but in explaining the material the teacher used mother tongue in order to help the students understand the material. Here, the roles of the teacher and the roles of materials are needed to help the students learning English.

Richard and Rodger (2001: 20) state that instructional design is a framework through which teacher takes the planned learning and teaching action to a lesson. The existence of instructional design is obviously needed in English teaching. Instructional design has some components, such as the learning objective, syllabus model, instructional material, classroom procedure, technique, learner’s role, teacher’s role, evaluation and media. All of the aspects have the main goal to provide students with good command of
English so that they are able to take part in various academic activities, most of which are conveyed in English.

The problem study of the research is that how instructional design on teaching English in writing skill at eight grade in SMP Negeri 2 Colomadu. Which is included some components of instructional design, namely: learning objective, syllabus, the instructional material, the classroom procedure, technique of writing skill, teacher’s role, learner’s role, teaching media and evaluation model. The objectives of the study is to know how the instructional design on teaching English in writing skill at SMP Negeri 2 Colomadu that included the components of teaching learning process above.

Teaching writing in Junior high is based on the syllabus, which helps the teacher conducting teaching learning. The material used by the teacher is various, but the most material used is genre text, because writing has close relationship to the texts. There are many aspects that must be mastered by the writer to write well, namely grammar, vocabulary, and idea. Grammar and vocabulary are used to convey idea. For the students of SMP Negeri 2 Colomadu English lesson is one of difficult lessons, in which, they still find many difficulties in writing English this phenomenon makes the researcher want to describe the teaching learning process and instructional design that used in English lesson at SMP Negeri 2 Colomadu. The writer will conduct the research entitled AN INSTRUCTIONAL DESIGN FOR THE TEACHING OF WRITING AT SMP NEGERI 2 COLOMADU IN 2013/2014 ACADEMIC YEAR.

The benefits of study, theretically is to be used as an input in improving teacher’s ability to teach English especially in teaching writing.. The practically benefit, The result of this research can be used as the reference for the next researchers who are interested in the strategies of teaching language in writing skill.

The writer some reference, such as Abrar’s work (2012) entitled “The Teaching-Learning Process of English at English Courses 2011: An Ethogrphy Study in Pare, Kediri, East Jawa”. His research finding is
generalized on how teaching learning process of English at course and also portrayed the components of teaching learning process. His finding research is description of English course that is one non formal education which have own authority to determine the component of teaching learning process. For so case that previous research was dissimilar with this work. It reveals the instructional design at formal education which its elements have arranged by national government.

Purwanti’s research (2012) entitled “The implementation of English Language Teaching in Kindergarten”. Her research unearthed the implementation of language teaching at Kindergarten that included objectives, syllabus, type of teaching and learning activity, teachers’ role, learners’ role and teaching material. Her finding research showed that the objectives of English language teaching was to introduce English to children, using syllabus in English language teaching was arranged by the teacher with the agreement of national education department of Indonesia, The role of English teachers were material source, developer, motivator, counselor and provider of student and the roles of the material were becoming a resource of learning process, becoming a source of activities and interaction. The reason why, the study took Purwanti’s research as previous study because it also talking about component of instructional design.

Futhermore, Harun (2013) conducted the research entitled “English Teaching and Learning Process in Public Elementary Scholls: A Descriptive Study in Kecamatan Cileunyi”. The objectives of the research attempted to disclose the English teaching and learning process in public elementary schools in one of the sub-districts of Bandung, West. The finding of the study revealed that all of the respondents agreed that teaching English to elementary scholl students should prepare the students for futher levels of eductation and should introduce English earlier to the students. He diverse activities relied on English teaching such as pronounciation drill, applying part of exercice, total physical respond and conducting song. The problem
faced by teacher consist of parent’s lackness attention and scholl’s facility. The student’s problem related with writing competence and pronounciation.

Another study was Hasanova (2007) entitled “The Teaching and Learning English in Uzbekistan”. The main finding of the study are, first Uzbek children can introduced English as early as preschool. Second, the learning outcome were to acquire the basic skill in foreign language such as listening comprehension, speaking, reading and writing. Third, the textbook and other teaching material was published by Ministry of Education of Uzbekistan such as Flying High English, and English Matter. The reason why this study displayed by Hasanova (2007) took as previous study is because his study describe about teaching English that included writing skill and use some instructional material.

Windiyati (UM, 2010), entitled “A Study on The Problems Faced by English Teachers in Teaching Writing for Grade VIII at SMP N 1 Kasembon Malang”. The result of this study were the teachers face problems in relation to teaching preparation, teaching techniques, and the textbook used. The teacher got difficulties in (1) understanding the instructional objectives, (2) choosing themes and topics, (3) combining materials from the textbook and the workbook used, and having insufficient time to prepare all the instructional preparation.

Based on the previous studies above, the writer may conclude that this research is original because this research is different from other researches. The difference of this study from the previous study is the object of data analysis. The writer research is aimed at describing the teaching learning process of writing skill based on instructional design, knowing the learning objectives, the syllabus, instructional materials, classroom procedure, classroom technique teacher’s role, learner’s role, teaching media, and evaluation model that used in teaching learning process in writing. The writer concludes teacher and students of eight grade at SMP Negeri 2 Colomadu In 2013/2014 Academic Year.
The theoretical reviews are consisted from instructional design, teaching learning in writing skill. First is the instructional design. Richard and Rodger (2001: 28) stated that instructional design is the framework through which teacher takes the planned learning and teaching action to a lesson. Instructional design has some components, such as the learning objective, syllabus model, instructional material, classroom procedure, technique, learner’s role, teacher’s role, evaluation and media. All of the aspects have the main goal to provide students with good command of English so that they are able to take part in various academic activities, most of which are conveyed in English. There are some theory for each component. Nunan (1990: 7) states that syllabuses began to appear in which content was specified, not only in terms of grammatical elements, but also in terms of the functional skills they would need to master in order to communicate successfully. Richard (2001: 208) argued that instructional materials generally serve as basic for much of language inputs for learners receive and practice language that occurs in the classroom. According to Brown (1994: 332-335) process writing approach tend to be framed in three stages technique of writing. They are prewriting, drafting and revising stages. Littlewood (1981: 92) stated that some teacher’s role in teaching writing, as facilitators, classroom managers, instructor, consultant and evaluator. Haris (1969) mention three kinds of writing test, they are including error recognition, sentence completion and sentence correction.

RESEARCH METHOD
In this study, the writer uses descriptive qualitative, especially Naturalistic research. The subject of the research is the English teacher and the students at SMP Negeri 2 Colomadu in 2013/2014 academic year. The teachers are Mr. W (Class C), and Mr. H (Class F) and total of the students are 69. They are 34 students in class C, and 35 students in class F. The object of the research focuses on an instructional design on teaching English in writing skill at SMP Negeri 2 Colomadu in 2013/2014 academic year, especially in eight
grade. The component of an Instructional Design which includes syllabus, learning objective, instructional material, classroom techniques, classroom procedures, role of the student, role of the teacher, teaching media and evaluation model. The data are taken from event, informant, and field note. The method of collecting data are observation, interview and document.

**RESEARCH FINDING AND DISCUSSION**

There are nine components in the research findings and discussion, namely; learning objective, syllabus, instructional material, classroom procedure, technique, teacher’s role, learner’s role, media and evaluation model.

The writer knows that SMP Negeri 2 Colomadu has two learning objective of the teaching English. In general objective that written in KTSP 2006 curriculum: To develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era. The specific learning objective of the teaching English especially in writing skill for eight grade that written in syllabus. It supported of the indicator in lesson plan of the teacher as follow: (1) Identifying many kinds of recount text, (2) answering the question of recount text, (3) completing blank text of recount, (4) arranging word or sentence become a recount text, (5) writing a simple recount text based on situation. The type of syllabus of teaching English in SMP Negeri 2 Colomadu is notion-functional syllabus.

The materials used by the English teachers in teaching writing skill constitutes the printed material. The printed material is the textbook. The teacher also used material that compare both print and non print source as sell access material and material on the internet. The role of instructional material includes the following specification that are: (1) materials should able to progress at learners own rates of learning, (2) materials will allow for different styles of learning, (3) materials will provide opportunities for independent
study and use, (4) materials will provide opportunities for self-evaluation and progress in learning.

The classroom procedure that used by the teacher was 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) procedure with different patterns such as, pattern I (Engagement, Exploration, Explanation, Elaboration and Evaluation), pattern II (Explanation, Elaboration, Evaluation), and pattern III (Engagement, Explanation, Elaboration and Evaluation). The teachers used some techniques on the teaching learning process in writing skill. The teacher used some techniques in prewriting such as, brainstorming, discussing topic or question, instructor-initiated question and probes.

The teacher’s role are facilitator, classroom manager, instructor, consultant and evaluator. The learner’s role are learners monitor and evaluate their own progress, learners learn from the teacher and learners are members of a group and learn by interacting with others. The teacher used textbook, picture and LCD as the media. The purpose of media used in teaching learning process is to make students more understanding and interesting about the material and they more attractive in the teaching learning process. The evaluation model are daily examination, mid test and final test. The purpose of evaluation is to know the students’ progress.

SMP Negeri 2 Colomadu has two learning objective in teaching English of namely, general learning objective and specific learning objective. The general learning objectives based on KSTP 2006 curriculum is to develop communicative competence in spoken and written form to deal with the development of science and technology in facing the globalization era and the specific learning objective based on syllabus and lesson plan of writing skill for eight grade. The type of syllabus is notion functional syllabus. Notion functional syllabus is based on learning to recognize and express the communicative function of language and the concept and idea it expresses. The purpose of this syllabus students can express their idea not only in spoken but also in written form.
In the previous finding in Abar’s work (2012), the kind of syllabus used at the course was mixture of four kind of syllabus were namely: grammar syllabus, function syllabus, topical syllabus and lecixal syllabus. In Purwanti’s work (2012), the syllabus used in English language teaching was arranged by the teacher with the agreement of national education departement of Indonesia. The writer found that SMP Negeri 2 Colomadu uses notion functional syllabus.

The teacher take printed material from other textbook such as, “Bahasa Inggris Sekolah Menengah Pertama” from BSE (Buku Sekolah Electronic) 2013,” Practice Your English Competence: For SMP/MTs Class VIII” Nur Zaida, Erlangga 2013, “Functional English For Junior High School Grade VIII”, Anwar Wahyudi, Mefi Caraka 2005. The teacher also take material from both printed and non printed source as sell access material on the internet or other resources. The teacher was browsing on the internet to looking for example of text and exercises for students.

The finding of study is little bit similar with Purwanti (2012) at kindergarten means that they also use textbook to support the teaching learning process. The finding of Abar’s (2012) illustrate the diverse in instructional material encompasses printed, visual and audio visual. Hasanova’s work (2007) stated that the textbook and other material was publish by Ministry of education Uzbekistan such as Flying High English.

Classroom procedure of teaching writing skill is divided into five steps namely: Engagement, Exploration, Explanation, Elaboration, Evaluation and has three pattern in the teaching learning process, namely pattern I (Engagement, Exploration, Explanation, Elaboration, Evaluation), pattern II (Explanation, Elaboration, Evaluation) and pattern III (Engagement, Explanation, Elaboration and Evaluation), which the classroom activities were included in them. The strength of this procedure are in exploration procedure, the teacher can make the students more active in the classroom with different activities, the teachers also always give evaluation and conclusion in the last
meeting. The weakness of this procedure is not all steps in procedure had done by the teachers in every meeting.

When the current research is compared with finding previous study, it can be seen from Fatmawati (2010). She found the classroom procedure in the term namely: introduction, main activity and closing. Velques and Holquinin (2012) have term presentation, practice and production. In the researcher’s point of view, it has different name, but the glossary of step are the same.

The strength of the techniques is the teachers use more than one techniques in writing skill, such as, reading a passage, brainstorming, discussing a topic that make teaching learning process has variation. In the teaching learning process sometimes the students are not following the instruction of the teacher. The weakness of technique that used by the teacher is students sometimes noisy in the classroom and do not write the task. The teacher has complete role in the teaching learning process.

Teacher’s role in teaching writing skill were facilitator, classroom manager, instructor, consultant and evaluator. The strength of teacher’s role is the teacher has complete roles, which makes teaching learning process effective. The learner’s role of teaching writing skill were learners monitor and evaluate their own progress, learner learn from the teacher and learners are members of a group and learn by interacting with others. The strength of learner’s role is the students more active and creative. Because the teacher lets them to discuss the material with their friends, the teacher attempts to make them to be independent learners.

In Purwanti’s work (2012) found that the learner’s role were becoming a part of group and learning from interaction happened in the classroom, helping other learners who get difficulties and learning from everything around them involving their friends, teacher and environment. In Harun’s work (2012) found that the learner’s role in elemntary school is cited as participant and listener but in the writer’s research at Junior High School students have various roles in the teaching learning process namely, learners
monitor and evaluate their own progress, learners learn from the teacher and learners are members of a group and learn by interacting with others.

Hyland (2004) stated that transferring material in teaching writing skill can use different media such as spoken, printed, and electronic. The media which used in teaching writing skill are spoken, printed, and electronic. Spoken the teacher explained the material orally, printed the teacher used dictionary, textbook, and paper in teaching learning process, and electric the teacher used LCD to delivered the material. The strength of media that used in the teaching learning process is the teachers use some media in teaching learning process that makes teaching learning process more attractive and interest.

The other finding of the research is found at Abar (2012) and Harun (2012). They found media that used in teaching learning process is applied tape recorder. In the writer’s research found media that used by the teachers in teaching learning process are textbook and picture as printed media and LCD proyektor as electric media.

Haris (1969) mention three kinds of writing test, they are including error recognition, sentence completion, and sentence correction. The evaluation is conducted in mid test, final test, and daily examination. The teacher gave the students daily examination which is conducted in last material, and it is done in order to know the students’ progress in writing. The teachers are rarely give evaluation for students to make text, for example make a recount text. The teachers very often ask students just completing a passage.

It has similarity about the evaluation from Abar (2012). In his research also engages the summative and formative evaluation. There is a little different with current study. It is also different from type of evaluation, middle test and final test. The writer focuses on evaluation in writing skill.
CONCLUSION

The study is describe the instructional design on teaching English in writing skill at SMP Negeri 2 Colomadu. All aspects of instructional design that included learning objective, syllabus, instructional material, classroom procedure, technique in teaching writing, teacher’s role, learner’s role, evaluation model and media has been found on the research. The research conducted qualitative research especially naturalistic approach. SMP Negeri 2 Colomadu has two learning objective that written in KSTP 2006 Curriculum and syllabus, have a particular procedure, evaluation, and variation media. The teacher still have constraints, such as, the teachers are very often use the same model instructional material to teach in the class. Not all steps in classroom procedure had done by the teachers in every meeting, the teacher rarely used English language, so the students are rarely listen and use English language in the teaching learning process and students sometimes noisy in the classroom and do not write the task. The writer suggests to the teachers should change more various materials for students with different topic and style in learning, doing all steps in classroom procedure, so the students can know detail and have completed experiences in teaching learning process, using native language more in teaching learning process, in order that the students get used listen the teacher’s explanation in English and understanding English well, teacher should can manages and controls classroom condition more. From the statement above the writer concludes that the teaching learning process of writing skill at SMP Negeri 2 Colomadu is effective. The students can increase their ability in writing where students of Junior High School get basic skill to write a text. The teacher always gives student new vocabulary in every meeting and write a sentence. Beside, the teacher lets the students to be independent learners.
BIBLIOGRAPHY


