

**A DESCRIPTIVE STUDY ON STUDENT INTERACTION IN WRITING
CLASS AT THE SEVENTH YEAR OF SMP NEGERI 3 SAWIT
IN 2013/2014 ACADEMIC YEAR**



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by

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**A DESCRIPTIVE STUDY
ON STUDENT INTERACTION IN WRITING CLASS
AT THE SEVENTH YEAR OF SMP NEGERI 3 SAWIT
IN 2013/2014 ACADEMIC YEAR**

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ABSTRACT

This research aims at describing students' interaction in writing at the seventh year of *SMP N 3 SAWIT* in 2013/2014 academic year and also the problems faced by the teacher and the students. The objective of the research are: to identify the interaction between the student and the teacher in writing class at the seventh year of *SMP N 3 Sawit Boyolali* and also to identify the problems faced by the teacher in writing class at the seventh year of *SMP N 3 Sawit Boyolali*. The writer uses descriptive qualitative research. The writer gets the data of this research from event, informant, and document. The events in this research are all of the activities occurred in the writing class at the seventh year of *SMP N 3 Sawit Boyolali*. Informants are the English teacher and the students of seventh year of *SMP Negeri 3 Sawit Boyolali*. Documents are all of the written information related to the interaction in writing class. The data are lesson plan, handbook, and syllabus. The method of collecting data are observation, interview, and data analysis of interaction in writing class. After analyzing data, the researcher finds the teacher-students interaction in writing is good. The writer finds the students' interaction in writing class are interaction of the students with the teacher and group interaction. The writer finds the problem faced by the teacher were the students are less open-minded and the students' indolence. The problems faced by the students are limited vocabulary and grammar mastery.

Key word: Descriptive Study, Writing, Young learner, Students' Interaction, Problem faced.

A. Introduction

The teaching of English includes four skills: listening, speaking, reading, and writing skill. The learners should be capable of mastering those four language skills. Based on the four language skills, writing constitutes a difficult skill to be mastered by the learner because it is a primary skill taught to the students.

To equip the students with good writing skill, the teacher should provide good material, methods and learning assessments. Teacher should not only make students active, but also make students understand what the teacher explains. The teacher should make students interested in English, instead of making them afraid. The teacher must give motivation to the students. When the students enjoy English, it can be a good way for the students to learn English. So, there is no statement from the students that English is a difficult subject, but English is easy to learn.

Writing is an important skill, because by this skill people can carry out conversation with others, give the ideas and exchange the information with others. In the speaking, the learners should practice more every day and they should be self-confident. They prefer to keep silent to write English because they worry if they make a mistakes. That is one of the problems in English teaching-learning process. Hence, the writer wants to know the English teaching-learning at the seventh year of SMP N 3 Sawit and the difficulties faced by them when they write.

In the teaching-learning process of writing, the teacher needs to apply the method or techniques that can make the students consider that English is not a

difficult subject especially in Junior High School. The teacher should explore student's ability and motivation. Actually there are methods in teaching English as a foreign language to increase student's ability and motivation. These methods are used to increase the student's attention to the lesson. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

Every school has different style in teaching writing. In the classroom, the teacher can give the topic to improve the students' skill in writing class. The students are more creative in writing English.

The objective of the study at this research include: (1) To identify the interaction between the student and the teacher in writing class at the seventh year of SMP N 3 Sawit Boyolali. (2) To identify the problems faced by the teacher in writing class at the seventh year of SMP N 3 Sawit Boyolali.

From the reasons above, the writer is interested in conducting the research entitled *A Descriptive Study on Students Interaction in writing class at the seventh year of Smp Negeri 3 Sawit in 2013/2014 Academic Year*. The researcher hopes that this writing will be useful for the readers.

B. Research Method

The writer uses descriptive research. The writer describes the interaction of writing teaching-learning process, the problems faced by the teacher, and the students in teaching writing at the first year of SMP N 3 Sawit in 2013/2014 academic year.

The subject of this research is the English teacher and the students of the first year of SMP N 3 Sawit, especially at VII D class.

The object of the research is the English teacher and the students interaction in writing class of the first year of SMP N 3 Sawit in 2013/2014 academic year.

The data of this research are taken based on the observation of the English writing teaching-learning process at the first year of SMP N 3 Sawit. The other data are lesson plan, handbook, and syllabus. The last data are interview script consisting of interview with the teacher and the five students of VII D class. The sources of data in this research are event, informant, and document.

In conducting this research, the writer does some ways in collecting the data such as doing observation, employing interview with student and teacher, and analyzing document.

C. Result and Discussion

Based on the result of the observation, the writer finds the students interaction of teaching-learning process of writing class at the seventh year of SMP N 3 Sawit, the goal of teaching writing, material, the role of teacher and learners, classroom procedures, evaluation, problem faced by the teacher, problem faced by the students in writing class.

The students' interaction in writing class are interaction of the students with the teacher, pair interaction, and group interaction. Based on the observation, the goal of teaching writing in *SMP N 3 Sawit* is to develop the student's courage to

write English in writing class and express their opinion in front of the other friends and also make the students more confident to explore their capability and more active in writing class.

The first year students of *SMP N 3 Sawit* used textbook entitled “Real Time” written by Nina Bates. The teacher also used the other sources related to the material such as “Handbook” made by Merbabu.

In the interview with Mrs. SD as a teacher of the first year of *SMP N 3 Sawit*, the writer concludes that the teacher’s roles are as facilitator, consultant, and student’s motivator. As facilitator, the teacher explained the material in order to make the students understand to the material used in teaching-learning process of writing. As consultant, the teacher helped the students who have a problem related to the material or out of the material, in the class or out the class. The teacher went around the students and checked the student’s work. He came to the students who need him. As motivator, the teacher motivates the students that English is very important to learn. So they can be more interested in English. He tried to make the students enjoy while learning. If the student made a mistake in spelling, she would give positive reinforcement.

The learner’s role is depending on the function and the status of the teacher in English writing teaching-learning process. The students are the subject of learning to receive the teacher’s material and to do the task from the teacher. The students do what the teacher said. The first year students of Junior High School include into young learners that need more attention from their teacher.

The classroom procedures of writing teaching-learning process at the first year of SMP N 3 Sawit can be classified into two main activities: vocabulary and grammar. In the classroom, the teacher sometimes used pictures or real thing to introduce the vocabulary to the students. In learning grammar, the students usually get difficulty to write the words into good sentences. Unfamiliar words also make them confused. The teacher anticipated by asking the students to read aloud some sentences after their teacher and using dictionary in order to check their word.

Evaluation is one of the ways to know the student's capability in understanding the materials. Evaluation is concerned with providing information on which decision can be made. The purpose is to improve and to know the achievement during and after the teaching and learning.

The are some students' interaction in writing class are interaction of the students with the teacher, pair interaction, and group interaction.

There are some problems by the teacher in teaching-learning process of writing at the first year students of *SMP N 3 Sawit*. Such as: the students are less open-minded and the students' indolence.

The problem faced by the students, such as limited vocabulary, grammar mastery. Limited Vocabulary, the knowledge of the students about vocabulary is not too wide. They just mastered some topics easily such as: numeral, kinds of fruits, vegetable, and animal. They must master the material about written activities, such as: greeting, introducing, asking and giving information, procedural instructions, command and prohibition that studied in the first grade.

The difficulty of grammar, the students got difficulty in make the sentence. When the students want to makes a sentence well, they will know the tenses. in front of the class.

There are some ways used by the teacher to overcome the problem faced by the teacher and the student. The teacher always gave advice and motivation to the students about the importance of their activity in writing class. The teacher created good relation between the teacher and the students. The teacher always gave the remedial to the students who got bad score in writing test. The teacher suggested to the students in learning English to bring dictionary to find the difficult word and also to add their vocabulary. The students can consult about the difficult material when they have the problem related the lesson or other problems that the student's have.

D. Conclusion

After describing and analyzing the data, the writer draws the following conclusions: The students interaction in writing class at the seventh year of *SMP N 3 Sawit* is follows: the students' interactions in writing class are interaction of the students with the teacher, pair interaction, and group interaction. The goal of teaching writing in *SMP N 3 Sawit* is to improve the student's skill to write English well and make the students more confident to explore their capability in writing class, the teacher not only used the material in a textbook, but also student's worksheet to make the students understand the material more. The writer finds the students' interaction in writing class are interaction of the students with

the teacher and group interaction.. The problems faced by the teacher were the students are less open-minded and the students' indolence, the problems faced by the students are limited vocabulary and grammar mastery. The problem solving used by the teacher are the teacher gave advice and motivation about the importance of their activity in writing class, the teacher created good relation between the teacher and the students, the teacher gave remedial to the students who got bad score in the test, the teacher accepted the consultation of the students about the difficult material.

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