

**INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT
DEPARTMENT ENGLISH EDUCATION AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2014

APPROVAL

INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT
DEPARTMENT ENGLISH EDUCATION AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA

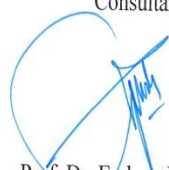
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INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT DEPARTMENT ENGLISH EDUCATION AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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MOTTO

Bersikap rendah hatilah, niscaya ada kemudahan disetiap langkahmu

(the writer)

“Hai orang-orang yang beriman, jadikanlah sabar dan shalatmu sebagai penolongmu, sesungguhnya Allah beserta orang-orang yang sabar”

(Al-Baqarah: 153)

Success is followed love, pray and effort to reach our dream

(the writer)

DEDICATION

I gratefully dedicate this research paper to;

- My dearest father, “Jaswadi”, and mother, “Hartini”,
- My best friend, “Dewi Kurniatun”,
- My consultants and lecturer’s.
- All my friends, and the readers.

ACKNOWLEDGMENT



Assalamualaikum Warohmatullohi Wabarokatuh

Alhamdulillahilahi robbilalamin, all praise and thanks are given to Alloh SWT, through His blessing and guidance, this research paper can be completed on time. Greeting and invocation are presented to Prophet Muhammad SAW, who has guided humanity to the right path blessed by the Lord. He can finish his research paper, as a partial fulfillment of the requirements for getting Bachelor Degree of Education in English, entitled "An Instructional Design for Teaching of Writing at Muhammadiyah University of Surakarta"

On this opportunity, the writer would like to express his gratitude to those who have directly or indirectly help his finishing this research paper. Those people are:

1. Prof. Dr. Harun Joko Prayitno, Dean of School of Teacher Training and Education of Muhammadiyah University of Surakarta, for approving this research paper,
2. Mauly Halwat, P.Hd, as Chief of English Education Department of Muhammadiyah University of Surakarta,
3. Prof. Dr. Endang Fauziati, M.Hum. as the first consultant, who already guided and advised patiently in correcting this research paper,
4. Dr. Dwi Haryanti, M.Hum. as the second consultant who already gave large help and motivation for him.

5. Drs. Djoko Srijono, M.Hum. as the Examiner who already gave large help and guidance for the writer,
6. Drs. Muslimin as the lecturer of Writing I in Muhammadiyah University of Surakarta for giving information and allowing the writer to observe the teaching-learning process, thank you so much,
7. All lecturers in English Department of Muhammadiyah University of Surakarta for useful knowledge and wisdom,
8. The writer's dearest parents; Mr. Jaswadi and Mrs. Hartini, beloved thanks a lot of for the pray, love, motivation, great support, and guidance,
9. His beloved sister; "Dewi Kurniatun" who as her special friend. Thanks for accompanying and supporting her life.
10. His beloved friends PESMA KH. Mas Mansyur; Bayu, Novel, Seno (Maning), Abduh, who gives new family,
11. The Big Family of MUEC; Kautsar, Yulia, Wida, Arsih, Ika, Atur, Nuryanto, Ajeng, Wulan, Azmi, Ardita, Yuzky, Vika, Arifah, Candra, Cahya, Ami, Novi, Gayuh, Tika, Linda, Wuri, Wahyu, Febriana, Emma, Dian Estu, Suci, Naya, Farida, Dieta, thank you for great love, friendly and experience.
12. All of the writer's friend in English Department 2010 Academic Year.

The writer



Handoko

TESTIMONY

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, not there are opinions or masterpiece which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, hence I will be fully responsible.

Surakarta, July, 2014



Handoko

SUMMARY

Handoko. A320100026. AN INSTRUCTIONAL DESIGN FOR TEACHING WRITING AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA. Research Paper. Muhammadiyah University of Surakarta. 2014

The study is aimed at observing the instructional design for teaching writing at Muhammadiyah University of Surakarta. In this research, there are nine component of instructional design, namely: (1) learning objective. (2) syllabus. (3) roles of instructional material. (4) classroom procedure. (5) classroom technique (6) teacher's role. (7) learner's role. (8) media. (9) assessment model. The type of the study is descriptive qualitative. 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 data reduction, data display, and verification/conclusion. The result of the study, such as: (1) There are two learning objective of teaching writing especially in teaching writing namely: general objective and specific objective. In general learning objective based on competence standard is taken from syllabus. In specific learning objective of teaching English is written in basic competence is taken from syllabus (2) The type of syllabus is structural or grammatical syllabus. (3) The instructional material of writing is based on the syllabus, the lecturers uses printed material which taken from writing 1 student's copybook. The material of writing skill in Muhammadiyah University of Surakarta is paragraph text such procedure text. (4) the classroom procedure used is 5E (Engagement, Exploration, Explanation, Elaboration and Evaluation) and (Exploration, Explanation, Evaluation) (5) teaching technique used in teaching English are The lecturer uses some techniques in prewriting such as brainstorming, free writing, questioning, listing, and clustering. It discusses a topic about procedure text, probes in prewriting, drafting, and revising. The lecturer uses the instructor feedback and peer-editing. (6) The teacher's role are as facilitator, as classroom manager, as instructor, as consultant, and as evaluator. (7) the learner's role are learners monitor and evaluate their own progress, learners learn from the lecturer and learners from the student's presentation. (8) The media used in teaching learning process is used student's copybook as printed media (9) assessment model used are homework, mid test and final test.

Key words: Instructional design, Teaching learning Process, naturalistic, English

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