

**THE PROCESS OF TEACHING WRITING AT THE SECOND SEMESTER
OF ENGLISH DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF
SURAKARTA IN 2014/ 2015 ACADEMIC YEAR**



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ABSTRACT

The objectives of the study are to describe the process of teaching writing at the second semester of English Department in Muhammadiyah University of Surakarta in 2014/ 2015 academic year and describe the problems faced by the teacher in teaching writing process. In this research, there are five components of teaching learning process that the writer analyses, such as: (1) learning objective. (2) the syllabus. (3) the material. (4) the media, (5) the technique and the problems faced by the teacher. This study is a descriptive qualitative research. The data are taken from observation, interview, and document. In collecting the data, the writer employs observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification. The results of this study are: (1) learning objective of writing to make the students able to develop paragraph and apply coherent and cohesion in making paragraph, (2) the type of syllabus is task based syllabus, (3) the material used is from the book or internet and focus on paragraph development, (4) the media used in teaching learning process is handout, which makes the students understand well, (5) the technique used in teaching writing process is controlled composition which can make the students are not bored with the material and they can interest with the material. There are three problems faced by the teacher in teach writing class such as, the less of students vocabulary, the student's plagiarism, and the student's interest.

Key words: Process of teaching writing and the problems by teacher.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tentang proses belajar mengajar mata kuliah writing II pada anak semester II tahun ajaran 2014/ 2015 dan untuk mendeskripsikan tentang masalah-masalah yang dihadapi oleh guru dalam mengajar writing II. Di dalam penelitian ini ada 5 komponen dalam proses belajar mengajar, seperti: (1) Tujuan Pembelajaran, (2) Silabus, (3) Materi, (4) Media, (5) Teknik pengajaran dan masalah yang dihadapi oleh guru. Penelitian ini merupakan penelitian deskriptif kualitatif. Data diambil dari observasi, wawancara, dan dokumentasi. Dalam pengumpulan data, penulis menggunakan observasi dan wawancara. Teknik analisis data yang digunakan meliputi reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil dari penelitian ini adalah: (1) Tujuan Pembelajaran dalam writing II adalah supaya siswa bisa mengembangkan paragraf yang

padu dan sesuai. Tipe silabus yang digunakan oleh guru adalah task based syllabus. Guru menggunakan materi yang diambil dari buku atau internet dan materinya fokus pada perkembangan paragraf. Media yang digunakan dalam proses belajar mengajar dari buku yang bisa membuat siswa mengerti dengan baik. Teknik yang digunakan dalam mengajar writing II adalah controlled composition yang bisa membuat siswa tidak bosan dengan materi dan mereka bisa tertarik dengan materi. Ada 3 masalah yang dihadapi oleh guru yaitu kurangnya kosakata siswa, kurangnya perhatian siswa dan siswa yang plagiat.

Kata kunci: Proses mengajar writing II dan masalah yang dihadapi guru.

A. Introduction

As an international language, English has many application like in business, education and cultural domain that use English for communication. The students must understand and learn English also practice it very well. If they do not understand they will not understand things around them.

Writing II is the complex skill and this skill is continuance from writing I, so the skill has relation with before. This skill also important to the English students because they must could write the paper for final assignment very well. So, here the teacher of second semester before teach the students prepares the syllabus. In order that, they can learn to write easily and structurally. The teacher also prepare various media in order that the students are not bored when study writing. In this class, the students must more active, independent, and creative because they must make paragraph development and the teacher also motivates the students to make the text very well. For English students, the writing is difficult lesson, so they still difficulties in written English, especially in grammatical rules.

According to Gebhard (1989: 14), writing process is a way to explore material, a way to discover insights into subjects. Many of the most important processes in writing take place invisibly and very privately, inside the writer's mind. So the process of writing or the ideas from the writer's mind after that the writer write the ideas not from the other mind. The writing process the processes of writing consists of drafting, revising, conferencing, editing, proofreading and publishing. The step is related to one and the other. But the students must begin from the first step until the last step. Between one step and the others have the

relation to get good composition and in order that become good product. It causes in every steps is a part to arrange a good composition correctly.

The teacher also uses some approaches for teaching writing. The approaches are focus on accuracy. Here, the students are taught the how to write and combine various sentence types. Second, focus on fluency. This approach encourages the students to write as much as possible and as quickly as possible, without worrying about making mistakes. Third, focus on text, This approach stresses the importance of the paragraph as the basic unit of written expression and is therefore mainly concerned to teach the students how to construct and organize paragraphs. Fourth, This approach does not solve specific problems which students have when handling the written language, it does motivate them to write and shows how writing is a form communication. Here, the students understand that writing as form communication. From the four approaches, the third approaches is focus on text is the best from the others because it is not only focuses on text or paragraph but also focuses on the grammar, punctuation, etc.

There are some technique for the teaching writing such as: controlled composition, question and answer, guided composition, sentence combining and parallel writing. The controlled composition is more focus on student's attention on specific feature, so the student must pay attention with the grammar, vocabulary, and syntax in context. Question and answer focuses on the text but not focus on grammar it more focus on question answer. Guided composition focuses on the student should be able to discuss, make notes, share findings, and plan strategies together before they began to write. The technique of sentence combining is more focus on grammar and structure. The technique of parallel writing the students make the text with their own word but the teacher give them some examples. Before the teacher teaches the students, the teacher look at the syllabus. The type of syllabus there are two types there are two type of syllabus, namely: product oriented syllabus and the process oriented syllabus. The product oriented syllabus focus on the knowledge and skills which learners should gain as a result of instruction. And this syllabus is divided into four parts, like: grammatical syllabus, functional syllabus, notional syllabus, functional

notional syllabus. But the type of this syllabus only focus on knowledge and skill the learner not on the task or their assignment. Meanwhile the process oriented syllabus focus on the learning experiences themselves. In this syllabus focus on the task and pay attention with the grammar and vocabulary that used by the students.

Regarding to research on teaching writing, Dwi (UMS, 2012) conducted a research on *A Study On The Teaching Learning Process Of Writing Ii At English Department Of Muhammadiyah University Of Surakarta*. The study shows teaching learning process of writing at English Department of Muhammadiyah University of Surakarta.

Secondly, Agustina (UMS, 2012) conducted a research on *Teaching Learning Process Of Writing Skill At English Department Of Muhammadiyah University Of Surakarta: A Micro Ethnography*. The study shows that 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 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. 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.

Thirdly, Bayu (UMS, 2010) conducted a research on *Teaching Writing to the First Year Student of SMP Muhammadiyah 9 Gemolong*. The study shows

that the process of teaching writing, the problems faced by the students, and the causes of problems faced by first year students of SMP Muhammadiyah 9 Gemolong.

Fourthly, Hanit (UMS, 2011) conducted a research *Descriptive Study on the Teaching Writing to the First Year Students of SMPN 2 Nawangan Pacitan in 2010/ 2011 Academic Year*. The study shows that Process of teaching learning writing to the first year students of SMP N 2 Nawangan, includes: a. objective of teaching writing. b. the curriculum. c. the syllabus. d. approach of teaching writing adopted by the teacher. e. material for teaching writing. f. the process of teaching writing. 2. 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.

Based on the researches above, the writer wants to observe the process of teaching writing at the second semester of English Department in 2014/ 2015 academic year. Hopefully, this research is different with the other first the object of this research is at the second semester of English Department in Muhammadiyah University of Surakarta. Second, it focuses on the process of teaching writing. Third, it also focuses on the problem faced by the lecturer when teaching writing.

From the reasons above, the writer is interested in conducting a research entitled **PROCESS OF TEACHING WRITING AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2014/ 2015 ACADEMIC YEAR**.

B. Research Method

This study is a descriptive qualitative research. The writer describes the the process of teaching writing at the second semester of English Department in Muhammadiyah University of Surakarta in 2014/ 2015 academic year and the problems faced by the teacher in teach writing II. The subject of this study subject of the study is limited to the writing class's lecturer and the second semester of English Department of Muhammadiyah University of Surakarta. The observation taken on every Friday at 08.40 a.m. The writer focuses on teaching

writing at the second semester of English Department in Muhammadiyah University of Surakarta in 2014/ 2015 academic year and the problems faced by the teacher in teach writing II. The data are taken from observation, interview, and document. The data consist of the activity of teaching-learning process and the syllabus. In collecting the data, the writer employes observation and interview. The technique for analyzing data is data reduction, data display, and conclusion and verification.

C. Research Finding and Discussion

Based on the observation and interview, the process of teaching writing at the second semester of English Department consist of the learning objective, the syllabus, the material, media, technique and also the problems faced by the teacher in teach writing II.

The teacher teaches the students in writing II and has the goal or learning objective. Based on the observation, the learning objective this teaching writing are to make the students develop paragraph and make the students to apply the coherent and cohesion in make the paragraph. So, if the teacher gives them assignment to make the paragraph, the students can make it and pay attention with the grammatical rules and also can make the good paragraph because they must have enough vocabularies, so the teacher remind them in order that write the new vocabulary.

The teacher also uses the syllabus. The syllabus very important in teaching learning process, syllabus contain the materials that will be taught in teaching learning. The teacher make or look the syllabus before she teaches the students. The type of syllabus used is task based syllabus. This syllabus focus on the student's task than grammar and vocabulary. But, the teacher not only focus on the student's task but also in grammar and vocabulary.

Based on the observation, the teacher provides tha material is derived from the book, but the teacher also prepare the material from other resources like the internet or the other book. The material for the second semester focus on the paragraph development. To make the student's interest, sometimes the teacher

also use power point in order to the students are not bored with the material and they can be interest to learn writing II because they think that writing is difficult than other skill. The teacher uses the controlled composition technique. In this technique the teacher gives the exercises for the students and the students have to concern themselves with the content, organization, finding ideas, and forming sentences. Here, the technique is more focus on the student's attention on specific features of the written language and the teacher uses it because sometimes the students are bored with the material and they often lazy to listen the explanation of the teacher.

The result of the observation, the teacher faces the problems in teaching writing at the second semester. First, the students just copy paste their task from google or other book and sometimes some students just cheat the other student's task. The teacher understand if they copy from the others because they use the unfamiliar word. Second, sometimes some students are sleepy at noon so they are not pay attention with the teacher's explanation and not focus with the material. Third, the less of the vocabulary, the students do not add or explore their vocabulary so they do not make the good paragraph. The teacher always remind them to do not copy paste and they must make themselves with their ideas and they must write the new vocabulary on the paper in order to add their vocabulary so they can make the paragraph well also with their vocabulary.

D. Conclusion

In the process of teaching writing at the second semester of English Department is divided into five parts, like the learning objective, the syllabus, the material, the media, and the technique. The learning objective of writing II at Muhammadiyah University of Surakarta are basically to make the students write well and they do not make plagiarism, so the students must focus on the grammar and structures and they must have many vocabulary in order that they are able to make the good paragraph.

The teacher uses the task based syllabus. The syllabus guides the teacher to prepare the materials and make the teaching learning process effective and efficient. The teacher also provide the material on the handout for the students,

but sometimes the teacher give the material from other resources, like other book or internet. Because the students sometimes bored with the material.

In the process of teaching writing, the teacher uses handout for the teaching writing at the second semester. Sometimes, the teacher also uses power point in the classroom in order that the students are not bored with the material. Because the students often bored with the material, sometimes the teacher uses the controlled composition technique, because in this technique is appropriate with the student and with this technique the students feel happy. In this technique focuses on the grammar and structure and before the students do assignment the teacher give them some examples.

There are many problem's faced by the teacher when teach writing II at the second semester. The students just copy paste the assignment from google or books, so they do not make the text with own words but they just copy paste and in the same they make the plagiarism. When the teacher explain the material especially at noon many students are sleepy so they do not concentrate with the material so if the teacher give the assignment they are not able do it. The students do not add new vocabulary so they do not make the creative paragraph.

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