METHOD OF TEACHING WRITING TO THE SEVENTH GRADE STUDENTS OF SMPM 25 BOARDING SCHOOL PONDOK MODERN MUHAMMADIYAH PACIRAN LAMONGAN

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Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.
Demikian persetujui dibuat, semoga dapat dipergunakan sepenuhnya.

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This research paper is conducted to describe the method of teaching writing to the seventh grade students in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan. In this research, the writer uses descriptive qualitative research. The data are taken from English learning process of writing skill. There are three methods of collecting data, are: observation, interview, and documentation. The techniques for analyzing data are: data reduction, data display and conclusion drawing/verification. In this research, there are some pints of the result, the first is based on observation, the method in teaching writing to the seventh grade is inquiry-based learning. The goal of teaching is to emphasize develop students’ skills in using English as a communication tool. The material of teaching writing is descriptive text and taken from work sheet entitled Fokus “Bahasa Inggris” publisher by CV Sindunata, internet, and “English in Focus for Grade VII Junior High School (SMP/MTS)” publisher by Pusat Perbukuan Departemen Pendidikan Nasional. The procedures of teaching writing are: pre-teaching, while-teaching, and post-teaching. The writer found 2 techniques applied in teaching learning process, namely group writing and individual writing. Limited time and vocabulary, and boredom are the problems faced by teacher and students in learning writing.

Keywords: teaching writing, writing skill, method, technique.
A. Introduction

English is an international language, which is needed by people around the world to communicate with other people: to understand them, talk to them, read what they have written and write to them. But the fact that people frequently have to communicate with each other in writing is not only the reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps our students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching our students. Second, when our students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use of eye, hand, and brain is a unique way to reinforce learning (Raimes, 1983: 3).

Anthony in Fauziati (2010: 15) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic whereas a method is procedural”. Method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. Thus, method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2010: 15). In traditional methods there are: direct method (DM), grammar translation method (GTM), situational language teaching (SLT), audio-lingual method (ALM), and cognitive code learning (CCL).

According to Anthony in Fauziati (2009: 16) argues that technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. Thus, 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 are integrated into lesson and used as the basic for teaching and learning.

There are some techniques in teaching writing. Example, Teacher use a set of picture, diagram, table, and etc. The writer choose SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan because this school is a new school, it’s begin six year ago. Then the writer want to know what is the technique applied the by English teacher in teaching writing because in fact, teaching writing classroom often makes the students bored. Maybe they don’t know about vocabulary, material, not interesting and etc

The objectives of this research are 1) to describe the methods by English teacher, 2) to describe the objective by English teacher, 3) to describe the materials by English teacher, 4) to describe the techniques applied by English teacher, 5) to describe the problems that found by teacher and students in teaching writing to the seventh grade in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan

The researcher only limits on writing skill and technique in writing skill. The researcher takes to the seventh grades of Junior High School or in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan especially 7A (superior class) that consist of 20 students.

The writer uses some theory, namely: notion of method, teaching writing, technique in teaching writing, and principle of teaching writing

Method is treated at the level of design in which the roles of teachers, learners, and instructional materials specified. Thus, method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2009:15). There are some kinds of method, are:

Grammar Translation Method was devised and developed for use in secondary schools. This approach was historically used in teaching Latin and Greek. The approach was then generalized to teaching modern languages, including English. The primary purpose is to prepare student to be able to explore
their depth and the breadth of the second language literature. Thus, there is little concern with being able to communicate orally. In classroom practices, therefore, there are very few opportunities to listen and to speak the language. Class are taught in the student’s mother tongue, with little active use of the target language. Vocabulary is taught in the form of isolated word list. Elaborate explanation of grammar are always provided. Grammar instruction provides the rules of putting words together; instruction often focuses on the form and inflection of words.

Khoirul (2015: 7) states that inquiry means investigate or request for information, in the concept of education inquiry means that students are required to seek and find their own. Students are encouraged to be actively in the learning process. One of them by asking good questions actively, good question is a question that related to the material being discussed or addressed. It means that the students not only come in, sit and silent to the class but also students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.

According to Education and Culture Minister (2013c) scientific approach is to encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the learning materials.

There are some steps of scientific approach in curriculum 2013 includes collecting the data/information through observing/ observation , questioning/ asking, experimenting/ trial, then process the data or information, presenting data or information, after that analyzing, associating, then conclude, and forming networks/ networking.

Genre-based approach focuses on model and key features of texts written for particular purpose. Genre based approach is concerned with what learners do when they write. It allows writing teacher to identify the kinds of texts that students will have to write in their target context (occupational, academic, or social) and to organize their course to meet these needs. In terms of classroom
practices, genre approach is similar to a process approach to teaching writing. However, the genre approach also resembles the product approach in that a model text is analyzed on the basis of grammatical and text features then is followed but guided writing in joint construction stage before a final, free-writing stage (Badger & White in Fauziati, 2010: 53).

In introduction to methods and approaches in second or foreign language teaching, Anthony in Fauziati (2009:16) argues that technique is implementation which actually takes place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well. Thus, 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 are integrated into lesson and used as the basic for teaching and learning.

According to David Nunan in Practical English Language Teaching: Young Learners, there are some technique in teching writing, are: writing models, group writing, talking and writing box, writing centers, writing conferences, inventive spelling, and word walls.

Young learners can also work in small groups to create different pieces of written text. For example, if students are writing a science report, two children could conduct a simple experiment and the third child could write down what is occurring as it occurs. Once the experiment has been completed, the three can get together and rewrite, edit, and publish the science report.

Based on the phenomena above the writer choose the title Method of Teaching Writing to the Seventh Grade Students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan.

B. Research Method

To conduct the study on teaching writing, the writer uses a descriptive qualitative research. According to Muhammad Nazir (1988:63) “Descriptive is a
method of examining the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present”.

In this research, the subjects of this study are teacher and students on seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Lamongan. Especially class VII A that consist of 20 students, 11 female, 9 male, and the teacher is female.

The object of this study is English learning process of writing skill in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan. In this research, the writer uses descriptive qualitative research. There are three methods of collecting data, are: observation, interview, and documentation. The techniques for analyzing data, are: data reduction, data display and conclusion drawing/verification.

C. Research Finding and Discussion

The writer found some points in teaching writing to the seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan, are:

1. Method of Teaching Writing

Khoirul (2015: 7) states that inquiry means investigate or request for information, in the concept of education inquiry means that students are required to seek and find their own. Students are encouraged to be actively in the learning process. One of them by asking good questions actively, good question is a question that related to the material being discussed or addressed. It means that the students not only come in, sit and silent to the class but also students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge.

Based on the observation and the result of interview, the writer conclude that the method in teaching writing to the seventh grade students in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan is inquiry-based learning. Because, in teaching learning process the teacher was only as a facilitator. It same with the concept of inquiry based learning. The concept of inquiry based learning is the students find the answer of material by themselves.
2. The Objective of Teaching Writing

From the interview and observation in the classroom at the seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan, the goal of teaching is to emphasize develop students' skills in using English as a communication tool. This goal can be achieved if the students are trained intensively and continuously communicate in English.

3. Material of Teaching Writing

The materials of teaching writing in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan are taken from work sheet entitled Fokus “Bahasa Inggris” publisher by CV Sindunata, internet, and “English in Focus for Grade VII Junior High School (SMP/MTS)” publisher by Pusat Perbukuan Departemen Pendidikan Nasional.

4. Procedures in Teaching Writing

The writer investigates 1 class and 2 meetings in teaching writing learning. The writing found 2 techniques, group writing and individual writing.

a. Group Writing

The first observation was conducted on Sunday, 24 March 2014. Here, the writer found techniques applied in teaching learning process namely group writing.

1) Pre-Teaching

In pre-teaching, the activity is similar in every meeting. The teacher entered the class and greeting the students. “Assalaamualaikum Wr. Wb”, and the students saying “Waalaikum salaam Wr.Wb”. after that the teacher asked their condition “how are you?”, “I’m fine ” said the students. Then the teacher checked the students who was absent in meeting.

2) While-Teaching

In while-teaching, it is divided into three steps, namely: exploration, elaboration, and confirmation. While-teaching is the main activity in learning process.
a) Exploration

The teacher opened the exploration by saying “we will study about descriptive text”. Before going to the material, she gives the example of descriptive text by the fruits picture to warming up.

Teacher : “What is the picture?”

Students : “Fruits, Miss”

Teacher : “Do you like it?”

Students : “Yes, Miss”

Teacher : “Do you like a mango?” (Choice 1 student)

Student : “No, miss but I like a apple”

Teacher : “How is the taste?”

Student : “The taste is sweet”

Teacher : “And what are the colors?”

Student : “The colors are green and red”

The aim of conversation is to correlate the example and material for students. After giving the example of descriptive text, she describes the function and generic structure on whiteboard with the example, because it makes the students interesting with the material.

b) Elaboration

In elaboration, the teacher uses the technique, it was group work. She uses group work because it has many benefits like multiple brains are better than one, both for generating ideas and for getting a job done also make connecting with other. Here, the teacher devided students into 4 groups. Each group was consist of 5 students.

Teacher : “Ok, saya akan memberi kalian tugas, saya mempunyai 4 gambar yang berbeda beda, tiap anak harus mendiskripsikan gambar apa yang akan kalian dapatkan. Understand students?”

Students : “Yes, miss.”
c) Confirmation

In confirmation activity, the teacher checked their work and gives a score one by one, then the teacher asks to the students to pay attention because the teacher will close the meeting.

3) Post-Teaching

In post-teaching, the teacher asked the students what they have learned and reviews the material. The teacher gave the students the time to ask about material which they did not understand. She closes the meeting without explain what is the material in the next meeting. And she closed the meeting by saying “let’s close our meeting by saying hamdallah together” and the students said “alhamdulillahirabbilalamin”.

b. Individual Writing

The second observation was conducted on Sunday, 31 March 2014. Here, the writer found techniques applied in teaching learning process namely group writing.

1) Pre-Teaching

In pre-teaching, the activity is similar in every meeting. The teacher entered the class and greeting the students. “Assalamualaikum Wr. Wb”, and the students saying “Waalaikum salaam Wr.Wb”. after that the teacher asked their condition “how are you?”, “I’m fine ” said the students. Then the teacher checked the students who was absent in meeting.

2) While-Teaching

In while-teaching, it is divided into three steps, namely: exploration, elaboration, and confirmation. While-teaching is the main activity in learning process.

a) Exploration

The teacher opened the exploration by reviewed the previous material. The teacher asks “what is the social function of descriptive text? and rises your hand who want to answer”. “Social function is to
describe a particular place, person or thing” said the students. Then “what is the generic structure of descriptive text” “identification and description miss” answer the students. After memorizing, the teacher dispenses the previous worksheet one by one.

The next activity is the teacher gives the example of descriptive text. Here the teacher asks to the students to open the book on page 24.

Teacher : “Please open the book on page 24!”
Student : “Yes, miss”

My Neighborhood

My neighborhood is very clean and comfortable. There are park and playing field in my neighborhood. They are very large and comfortable. There are some flowers and trees in the park. We can play some games there. For example, slide, see saw, swing, etc. If we want to play football and volleyball, we can play it in the playing field near the park. There are many children play in the park with their parents and play in the playing field with their friends in the afternoon. I am very happy to live in this comfortable neighborhood.

Then the teacher describes the content of my neighborhood also translate into Indonesian language. In describing the material the teacher does not only uses English language but also Indonesian language.

b) Elaboration

In elaboration, the teacher uses the technique, it was individual writing. Individual writing is the same with single writing, it means that a single person who uses written words to express her or him ideas or opinion (not in group). The aim of individual writing is to
know what the students understands about descriptive text so they hate to make a descriptive in free background in their book.

In group work and individual writing, the teacher always helps the students who got the difficulties on their work. The teacher always asks to the students to bring the dictionary in writing skill, in other skill they did not bring the dictionary.

c) Confirmation

In confirmation activity, the teacher only asks to the students to submit their worksheet on teacher’s table without checked it. Then the teacher says “the result will give in next meeting”.

3) Post-Teaching

In post-teaching, the teacher asks the students what they have learn and review the material. The teacher gave the students the time for students to ask about material which they did not understand. Then she gives a home work to the students. She closes the meeting also without explain what the material in next meeting is. And she closed the meeting by saying “let’s close our meeting by saying hamdallah together” and the students said “alhamdulillahirabbilalamin”.

5. Technique in Teaching Writing Applied by the English Teacher

Based on the procedure of teaching writing, the writer conclude that the technique in teaching writing to the seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan are group writing and individual writing.

6. The Problem Faced by Teacher and student

There are some problems faced by teacher and student that occur in teaching writing. The following are:

a. Limitation of time

English language’s schedule had only 5 x 40 minutes a week in 3 meetings on Sunday (2 hours), Monday (2 hours), and Wednesday (1 hour). From 5 meetings the teacher should give all skill: writing, speaking, listening and reading. It means that the time is short time and it’s needed to give more
time. The teacher said that the time is less, especially in elaboration. In elaboration, the teacher gave the example and describe of the material.

b. Limitation of vocabulary

The teacher said that the students have limited vocabulary. In every meeting the teacher asks to the students to bring the dictionary. But from the interview the students, they states that the teacher was not asks the students to bring the dictionary in every meeting. In describing the material, the teacher must describe the material by using 2 languages (English and Indonesian).

c. Boredom

In teaching writing, some students say that they feel boring. Because in describing material, the teacher was quick so they don’t understand the material and seldom the teacher gives a story telling about her family or everything.

D. Conclusion

After describing and analyzing the data, the writer concluded based on the result of the observation of teaching learning process especially in teaching writing to the seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan. Based on observation, the methods in teaching writing to the seventh grade students of SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan is inquiry-based learning.

Based on the teaching Guideline in the 2006 curriculum, the general objective of language teaching at junior high school is to build the language skill and to communicate by orally and written to deal with the development of science and technology in facing the era globalization. The specific objective of the language teaching learning process at SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan is to make student understands the meaning of written discourse interpersonal and transactional simple, formally or informally, in the form of a recount, narrative, procedure, descriptive, and report, in the context of life.

The materials of teaching writing in SMPM 25 Boarding School Pondok Modern Muhammadiyah Paciran Lamongan is descriptive text and taken from
work sheet entitled fokus “Bahasa Inggris” publisher by CV Sindunata, internet, and “English in Focus for Grade VII Junior High School (SMP/MTS)” publisher by Pusat Perbukuan Departemen Pendidikan Nasional.

The procedures of teaching writing are: pre-teaching, while-teaching, and post-teaching. In while teaching there are three steps, namely: exploration, elaboration, and confirmation.

There are some techniques in teaching writing to the seventh grade students of SMPM 25 boarding school Pondok Modern Muhammadiyah Paciran Lamongan by David Nunan in Practical English Language Teaching: Young Learners. The writer founds 2 techniques in teaching learning process, namely group writing and individual writing. The teacher uses thus techniques because she feels it’s suitable with students.

There are some problem faced by students and teacher. 1). Limitation of time, English language’s schedule have only 5 x 40 minutes a week it means that the time is short time and it’s needed to give more time. 2). Limitation of vocabulary, The teacher said that the students have limited vocabulary. In every meeting the teacher asks to the students to bring the dictionary. 3). Boredom, In teaching writing some of the students say that they feel boring. Because in describing material, the teacher was quick so they don’t understand the material and seldom the teacher gives a story telling about her family or everything.

BIBLIOGRAPHY


**VIRTUAL REFERENCES**

