THE INSTRUCTIONAL DESIGN OF TEACHING WRITING SKILL AT ENGLISH DEPARTMENT OF UMS IN 2013/2014 ACADEMIC YEAR: A NATURALISTIC STUDY

THESIS

Submitted to
Post-graduate Program of
Muhammadiah University of Surakarta
as a Partial Fulfillment of the Requirement
for Getting Master Degree of Language Study of English

By:

FIBRIAN ANINDYAWATI
S200120025

POST GRADUATE PROGRAM - ENGLISH DEPARTMENT
FACULTY OF TEACHER AND TRAINING
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2014
NOTE OF ADVISOR I

Prof. Dr. Endang Fauziati, M.Hum.
Lecturer of Language Study of Graduate Program
Muhammadiyah University of Surakarta

Official Note on Fibrian Anindyawati’s Thesis

Dear,
The Director of Graduate Program of
Muhammadiyah University of Surakarta

Having read, examined, corrected and necessarily revised toward the thesis of

Name : Fibrian Anindyawati
NIM : S200120025
Program : Magister of Language Study
Focus on : English Language Study
Title : THE INSTRUCTIONAL DESIGN OF TEACHING WRITING SKILL AT ENGLISH DEPARTMENT OF UMS IN 2013/2014 ACADEMIC YEAR : A NATURALISTIC STUDY.

I access that this thesis is approved to be examined by the board of the examiners in the Magister of the Language Study of Muhammadiyah University of Surakarta.

Surakarta, December 15th 2014

First Advisor,

[Signature]

Prof. Dr. Endang Fauziati, M. Hum.
NOTE OF ADVISOR II

Agus Wijayanto, Ph. D
Lecturer of Language Study of Graduate Program
Muhammadiyah University of Surakarta

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Surakarta, December 15th 2014

Second Advisor,

[Signature]

Agus Wijayanto, Ph. D
APPROVAL

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By:
FIBRIAN ANINDYAWATI
S200120025

This thesis has been approved by the advisors on December 15th 2014

The First Advisor
Prof. Dr. Endang Fauziati

Surakarta, December 15th 2014

The Second Advisor
Agus Wijayanto Ph, D.
APPROVAL OF THESIS FOR SUBMISSION

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submitted by

FIBRIAN ANINDYAWATI

has been examined for all revisions and corrections recommended by the board of examiners on January 6th, 2015 and is certified to be accepted for submission

THE EXAMINER BOARD

Prof. Dr. Endang Fauziati, M.Hum

Examiner II

Agus Wijayanto, Ph.D

Examiner III

Dr. Anam Sutopo, M.Hum

Surakarta, January 12th, 2014

Universitas Muhammatiyah Surakarta Graduate School Director

Prof. Dr. Khudzaifah Dimyati
PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled “The instructional Design of Teaching Writing Skill at English Department of UMS in 2013/2014 Academic Year: A Naturalistic Study”. It is not plagiarism or made by others. Otherwise, there are some other writers’ opinions or findings included in this thesis but they are quoted or cited in accordance with ethical standard.

Surakarta, December 2014

Ferrian Anindyawati
MOTTO

If you can’t fly, then run
If you can’t run, then walk
If you can’t walk, then crawl
But whatever you do, you have to keep moving forward

(Martin Luther)

Nothing Worth
Having Comes easy

(Anonym)
DEDICATION

This thesis is dedicated to:
My beloved parents
My beloved brother
All my friends, classmates, and family
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Surakarta, December 2014

Fibrian Anindyawati
ABSTRACT


The objective of this research is to get a clear description of the teaching learning process of Writing I-Writing IV Skill at English Department of Muhammadiyah University of Surakarta in which covers about the syllabuses, the learning objectives, the instructional materials, the teachers’ roles, the students’ roles, the differences of classroom techniques, the differences of classroom procedures, the teaching media in the teaching learning process, and the assessment models in teaching learning process. The data of this research were collected from several technique including observation, interview and documentation. This research was conducted in naturalistic study. The syllabus used in Writing I and Writing II is grammatical syllabus and the syllabus used in Writing III and Writing IV is task-based syllabus. The learning objectives categorized into two namely, general objectives and specific objectives. The instructional materials were divided into three categories: printed materials, visual materials, and materials taken from internet. The teachers’ roles were divided into five: as an organizer, as a consultant, as a feedback provider, as an assessor, and as a motivator, while the students’ role were divided into three: as an active participant, as a peer reviewer, and as a peer editor. The classroom techniques consist of: brainstorming, discussion about the theories, question and answer exercises, getting students to self-correct, and assignment. The classroom procedures of Writing I and II are BKOF-MOT-ICOT; the classroom procedures of Writing III are reviewing, gathering ideas, organizing, build writing activity; and the classroom procedures of Writing IV are reviewing, explaining the materials, gathering ideas, organizing, build writing activity. The media used by the lecturers are LCD Projector, board, slides, and videos. The lecturers used some kinds of assessment model consist of: multiple choices, weekly assignments, quizzes, mid-test, and final-test. The researcher found some strengths and weaknesses after conducted the research. The strengths come from the lecturers and the students. The lecturers could make a comfortable atmosphere in writing class the students also active and responsive toward the lecturers. However, it also shows the weaknesses. The first is the classroom situation which crowded and noisy, and the students character who did not have self-confidence in writing.

Keywords: Instructional Design, Writing Skill, Teaching Writing
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