

**TEACHING WRITING AT THE EIGHTH GRADE OF SMP  
MUHAMMADIYAH 04 SAMBI IN 2015/ 2016 ACADEMIC YEAR**



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by

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## TESTIMONY

Here, with 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. There are not opinions or masterpieces which have been written or published by others, except those in which the writing are refered in the manuscript and mentioned in literary review and bibliography.

If there is any untrue statements, I will be responsible for that.

Surakarta, May, 19<sup>th</sup> 2016



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***ABSTRACTS***

This research aims at describing the teaching of writing skill at SMP Muhammadiyah 04 Sambu. It is conducted to describe teaching writing at eight grade students in SMP Muhammadiyah 04 Sambu. The researcher gets the data of this research from event, informant, and document. The techniques of collecting data are observation in teaching writing process and interview the teacher about the teaching writing. The result of the analysis shows that the Inquiry based teaching is as follows: 1) Learning objectives of teaching writing are divided into two. The general objective is to develop the writing skill of the learner competence which includes the knowledge about how to use English appropriately in writing about situation. Then the specific objective is student can use English to make a simple sentences and to write about story when interact with their environment. 2) classroom procedure used by teacher is: first, opening, Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), Individual Constructing of Text (ICOT), and closing. Second, opening, Modeling of the Text (MOT), and closing. Third, opening, Joint Construction of the Text (JCOT), and closing. Fourth, opening, observation, dan reflecting. 3) Classroom techniques used by teacher are as follows: question and answer, discussion, role playing, games, giving feedback and summarizing. 4) The material used by the teacher was generally taken from some sources based on the syllabus. The teacher used textbook published by Kemdikbud as the printed material. The teacher also takes material from both printed and non-printed source as access material on the internet or other resources such as picture. 5) The roles of teacher at SMP Muhammadiyah04 Sambu are as facilitator, group organizer, motivator and manager. 6) The roles of students at SMP Muhammadiyah 04 Sambu are as active participant, member of group, learner's monitor and evaluate their own progress. 7) The media used by the teacher at SMP Muhammadiyah 04 Sambu are: picture, texts. The teachers of SMP Muhammadiyah 04 Sambu do not always use all the component of Inquiry based teaching in teaching writing.

**Keyword: inquiry based teaching, teaching writing**

***ABSTRAK***

Penelitian ini bertujuan untuk mendiskripsikan tentang pembelajaran menulis di SMP Muhammadiyah 04 Sambu. Penelitian ini dilakukan untuk mendiskripsikan pembelajaran menulis pada siswa kelas 8 di SMP Muhammadiyah 04 Sambu. Peneliti mendapatkan data penelitian dari event, informan, dan dokumen. Teknik mengumpulkan data adalah observasi dalam proses pembelajaran menulis dan wawancara tentang pembelajaran menulis. Hasil dari analisis dapat dilihat pada metode

pembelajaran dengan menggunakan inquiry-based teaching sebagai berikut: 1) Tujuan pembelajaran menulis dapat dibagi menjadi dua. Tujuan umum adalah untuk mengembangkan potensi ketrampilan menulis seorang pelajar yang meliputi pengetahuan tentang bagaimana menggunakan bahasa Inggris dengan tepat untuk menulis sesuai dengan situasi. Kemudian tujuan khusus adalah siswa dapat menggunakan bahasa Inggris untuk membuat sebuah kalimat sederhana dan untuk menulis tentang cerita ketika berinteraksi dengan lingkungan mereka. 2) prosedur di kelas yang digunakan oleh guru adalah: pertama, pembukaan, Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), Individual Constructing of Text (ICOT), dan penutup. Kedua adalah pembukaan, Modeling of the Text (MOT) dan penutup. Ketiga adalah pembukaan, Joint Construction of the Text (JCOT) dan penutup. Keempat adalah pembukaan, observasi, dan refleksi. 3) teknik dalam kelas yang digunakan oleh guru sebagai berikut: tanya jawab, diskusi, permainan, memberikan umpan balik dan menyimpulkan. 4) Materi yang digunakan oleh guru secara umum diambil dari beberapa sumber berdasarkan silabus. Guru menggunakan buku panduan yang diterbitkan oleh Kemdikbud sebagai materi yang dicetak. Guru juga mengambil materi dari kedua yang dicetak maupun sumber yang tidak dicetak sebagai cara untuk mengakses materi di internet atau sumber lain seperti gambar. 5) Aturan guru di SMP Muhammadiyah 04 Sambu adalah sebagai fasilitator, organisasi grup, motivasi, dan pemimpin. 6) Aturan untuk siswa di SMP Muhammadiyah 04 Sambu adalah sebagai partisipan yang aktif, anggota grup, memonitor pelajar dan mengevaluasi kemajuan mereka sendiri. 7) Media yang digunakan oleh guru di SMP Muhammadiyah 04 Sambu yaitu: gambar, teks. Guru SMP Muhammadiyah 04 Sambu tidak selalu menggunakan semua komponen dari inquiry-based teaching dalam pembelajaran menulis.

**Kata kunci: inquiry based teaching, pembelajaran menulis**

## 1. INTRODUCTION

Writing is one important skill in language learning. It is considered difficult by most students. Students can speak English, but they can not write well. By writing, they can actually increase their abilities to communicate their mind or ideas through written symbol.

Many language learners regard writing ability to increase their knowledge of a language. That is why the main purpose of language learning is to develop ability in writing. Writing is the important skill to acquire and it assesses their progress in terms of their ability in writing.

The essence of the knowledge-transforming approach is that writing is not viewed as a mere expressive act but as part and parcel of a habit of critical thinking in which the act of writing serves as the occasion for, and the focus of a complex form of problem solving. According to Nunan (1991:84) in Nurhayani's research (2006:6-7) writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired.

Based on that condition, the writer believes that writing is a skill that needs extra works to be mastered. Writing is an effective way to express our thoughts, feelings, and opinions to others. Writing has function to explore our experience and make fun. For example students can write about the experience in their holiday.

In this research, the writer is interested in conducting a research in this field entitled "Teaching Writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu in 2015/2016 Academic Year. Based on the research question above, the objectives of this study are:

1. To describe the process of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu.

2. To know the problem faced by the teacher of teaching writing at the Eighth Grade of SMP Muhammadiyah 04 Sambu.

The first research has been conducted by Reni Binangkit (University of Swadaya Gunung Jati, 2013). She conducted a research entitled “*The Use of Demonstration Method in Teaching Writing Procedure Text at the Ninth Grade of SMP NEGERI 1 DARMA*” in which investigates whether or not demonstration method can improve the students skill in writing procedure text.

The second research has been conducted by Muhammad Bagus Nawawi (Syarif Hidayatullah State Islamic University of Jakarta, 2011). He conducted a research entitled “*Improving Students’ Writing Skill of Descriptive Text Through Guided Questions (A Classroom Action Research at VIII-8 Class of SMP PGRI 1 Ciputat-kota Tangerang Selatan)*” to find out whether teaching writing of descriptive text using guided questions is effective to improve students writing skill, to collect students perception and impression of guided questions process, and to collect the progressive result of students participation in learning writing of descriptive text at VIII-8 class of SMP PGRI 1 Ciputat-kota Tangerang Selatan.

The third research has been conducted by Laili Hidayatu Ni’mah (University of Muria Kudus, 2012). She conducted a research entitled “*Teaching Writing to the Eighth Grade Students of SMP N 2 Keling Jepara by Using Dialogue Journal in 2011/2012 Academic Year*” to find out whether or not there is any significant difference between the achievement of writing of the eighth grade of SMP N 2 Keling Jepara in 2011/2012 Academic Year students before and after being taught by using Dialogue Journal.

The differences of this research from the previous study above is in the current research, the writer focussed on the teaching writing at the eighth grade of SMP Muhammadiyah 04 Sambu in 2015/2016 academic year.

The similarity between this research with the other researches is the object of the research that is learner’s error. All of the researches try to analyze learner’s errors in second language learning. The differences between this research with the other researchers are the subject of the research, data sources and the scope of the research. In the first research, the data were taken from the ninth grade students of SMP Negeri 1 Darma. The second research is gotten from writing of descriptive text by students of eighth grade of SMP PGRI 1 Ciputat-kota Tangerang Selatan. The third research is gotten from achievement of writing of the eighth grade of SMP N 2 Keling Jepara in 2011/2012 academic year.

## 2. RESEARCH METHOD

This type of research is descriptive research which purposes to describe teaching writing at the eighth grade at SMP Muhammadiyah 04 Sambu in 2015/2016 academic year. The subject of the research is the students of SMP Muhammadiyah 04 Sambu at eighth grade it consist of 21 students taken from VIII B class. That total of the students in this class were 21; consisted of 8 female and 13 males. This class was selected as subject of the study because they had crucial problem in writing English paragraph. The researcher takes erroneous sentences for the object of the research from 21 student’s worksheet in writing narrative texts. The observation is done by the writer in teaching learning process during on January 19-30<sup>th</sup>, 2016.

The form of data is the information which supports the research. The data source is divided into three parts: 1) event: the teaching process which consists of all classroom activities in teaching learning process of writing, 2) informant: English teachers and students of the eighth grade in SMP Muhammadiyah 04 Sambu, and 3) document: the documents are field note, textbook, and lesson plan. The data are taken from interview, observation and documentation. There are the techniques of analyzing data: data Reduction, data display, verification.

### 3. FINDING AND DISCUSSION

#### FINDING

Before teaching writing, the researcher interviewed the English teacher, AH, at January 19, 2016. AH is an English teacher of class 8B of *SMP Muhammadiyah 04 Sambu*, the researcher interviewed AH about the students' achievement and the problem in teaching learning process of English subject. In the interview, the English teacher said that the students have difficulties in expressing their ideas especially when the teacher asked them to write something, and their achievement in writing is still low. They often make errors in English usage when writing, such as wrong choice of words, grammatical error, lack of vocabulary, and difficulties to improve their idea.

This section describes the process of the research in improving the students' writing ability. This section was implemented in four meetings. The first meeting was conducted on Tuesday, 19<sup>th</sup> January 2016, the second meeting was conducted on Saturday, 23<sup>th</sup> January 2016, the third meeting was conducted on 26<sup>th</sup> January 2016, and the fourth meeting was conducted on 30<sup>th</sup> January 2016. In this process of the research there were some stages, namely: planning, action, observation, and reflection.

Based on the syllabus, one basic of the competence for the eighth grade students is to write texts in the form of narrative. Narrative is one of the types of text that is implemented in teaching English to the eighth grade students of Junior High School in explains the teaching materials.

1. The Process of Teaching Writing at the eighth grade of SMP Muhammadiyah 04 Sambu
  - a. Objective of Teaching Writing

Based on the interview with the English teacher of SMP Muhammadiyah 04 Sambu, the general objective of language teaching is to develop four language skills. Then the specific objective of language teaching-learning is to make the students to be active in English classroom both in oral or in written language and they can apply the four skills, namely listening, speaking, reading and writing.

- b. Material for Teaching Writing

Teaching material has a very important role in the teaching learning process. The teaching material must be appropriate with the syllabus. It must be able to develop the students' competence and knowledge. The teaching material should help the students to understand the lesson easily. The role of teaching material reflects the decision concerning with the primary goal of the material. The teaching material can facilitate the ability to express the ideas, feelings, and opinions.

- c. Classroom procedure of teaching writing

Classroom procedure used by teacher is: first, opening, Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of Text (JCOT), Individual Constructing of Text (ICOT), and closing. Second, opening, Modeling of the Text (MOT), and closing. Third, opening, Joint Construction of the Text (JCOT), and closing.

2. Problems Faced by the Teacher in Teaching Writing

There was also problems faced by the teacher in teaching learning process. It occurred in teaching writing in this school. The following are some problems faced by the teacher.

- a. The Difficulty in the Students' Vocabulary



The teacher explained that the students have limited vocabulary. They used dictionary to find difficult words. But the teacher advised them to asking him if they had difficult words. In explaining the new word, the teacher explained indirectly in order to they could guessing the words. For example in explaining the word “Snow White”, the teacher did not give answer directly, but the teacher gave clues or tells about “Snow White”. The clues conveyed by questioning. So, the students could guess the answer. The other example, when the teacher asked students to tell an Roro Jonggrang, the teacher gave key words to enrich their vocabulary.

b. Limitation of Time

Writing takes long process and long time. Especially in writing narrative text using Inquiry-based Learning, the students must do mental process by observing, measuring, estimating, predicting, comparing, classifying, experimenting, communicating, inferring, and analyzing to make them easier in writing. For example, if the teacher asks the students to tell a Roro Jonggrang, they should know the Prambanan temple, the location, a number of temples, geographically, and the public place. If the students want to tell it, they need so much time, because the students must observe directly in the Prambanan Temples, then seeing the location, asking someone to collect the information.

The students can not just imagine about the object but also they should observe it directly. In teaching writing narrative text, in Modeling of the Text activity, the teacher also asked the students to observe directly looking for Roro Jonggrang in the pictures and then wrote into narrative text. It is caused the time was so limited, so that object was restricted with the time and place. It made the students did not work optimally.

c. Lacking of Teaching Media

The teacher explained that he had difficulty in using teaching media. In that school, the second and the third grades, every classroom is facilitated by LCD Projector. But for the second grade, the teacher must take LCD Projector in the laboratorium, then bring it to the class, if it is used by the other teachers. So it is not every time the teacher can use the teaching media.

## DISCUSSION

This section discusses about teaching objective, material, classroom activities, and assesment in English teaching-learning process at eighth grade students of SMP Muhammadiyah 04 Sambi. Based on the syllabus, one basic of the competence for the eighth grade students is to write texts in the form of narrative. Narrative is one of the types of text that is implemented in teaching English to the eighth grade students of Junior High School in explains the teaching materials.

In the teaching learning process the teacher is being creative in choosing appropriate teaching materials that can be used to teach. Because, the teacher uses the teaching materials related to the lesson not only taken from the English textbook but also he uses the teaching materials from many sources, for example from real things, pictures, dictionary, students' work paper and teacher-made materials. He usually makes the teaching materials and exercises himself. The teacher conducted the classroom activities consisting of four stages namely planning, implementing, observing, reflecting. Grammatical errors still done by the students were the inconsistence to use the tense in narrative text, sometimes they used present simple tense, not past tense for example “he try”. The noun phrase errors done by the students was “Bandung was powerful king”. Based on the reflection above, it could be stated that the cycle two showed a satisfies enough, because the mean score of this cycle is more than 80, the students have written well.

#### 4. CONCLUSION

After analyzing and discussing the data of the eighth grade students of SMP Muhammadiyah 04 Sambu which were obtained from the action research, the writer concludes this study as follows:

1. The implementation in teaching writing is applying knowledge acquisition activities, planing the idea, discussing the draft. The object of the study is teaching writing conducted by the teachers of at the eight grade during the first semester at SMP Muhammadiyah 04 Sambu in 2015/2016 academic year. That total of the students in this class were 21; consisted of 8 female and 13 males. By dividing 5 group consist 4-5 students into small groups, the discussion makes the teaching learning process more interesting and most of students can improve their skill to express their ideas, they get motivation to join English in writing process. They also can try to plan, discuss the drafts, write, and revise collaboratively with their friends confidently.

- a. Objective of Teaching Writing

Based on the interview with the English teacher of SMP Muhammadiyah 04 Sambu, the general objective of language teaching is to develop four language skills. Then the specific objective of language teaching-learning is to make the students to be active in English classroom both in oral or in written language and they can apply the four skills, namely listening, speaking, reading and writing.

- b. Material for Teaching Writing

In teaching narrative text, the materials that was used by the teacher of SMP Muhammadiyah 04 Sambu covered the definition, the social function, schematic structures, and language features of narrative text. The kinds of narrative text were narrative text about story of place. In the teaching-learning process, the teacher used the teaching materials related to the lesson not only taken from the English textbook usually used by the teacher entitled "*Developing Competence (in English for Junior High School Year VIII)*".

- c. Assesment

The teacher gave the students a narrative text about Diving in Gill Biaha-Bunaken taken from *Developing Competence (in English for Junior High School Year VIII)* page 130. The teacher continued the example of the text. The teacher asked to students write a paragraph about things that they liked to do in their leisure time in the past.

##### **Problems Faced by the Teacher in Teaching Writing**

There was also problems faced by the teacher in teaching learning process. It occurred in teaching writing in this school. The following are some problems faced by the teacher.

- 1) The Difficulty in the Students' Vocabulary
- 2) Limitation of Time
- 3) Lacking of Teaching Media

2. After conducting this research, the students' writing skill improved. It can be seen in the average score on their post-test. This score indicates that there is improvement in students writing skill.
3. The students are interested in learning writing because they get motivation to join English in writing process. They also feel more interested in writing and most of students can improve their skill to express their ideas.

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