THE IMPLEMENTATION OF TEACHING WRITING TO THE SEVENTH GRADE STUDENT OF SMP MUHAMMADIYAH 4 SURAKARTA IN 2015/2016 ACADEMIC YEAR

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

by

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Abstrak


Kata Kunci: pelaksanaan, pengajaran, menulis

Abstract

The research investigates the implementation of teaching writing to the seventh grade student of SMP Muhammadiyah 4 Surakarta. The study aims at (1) the implementation of teaching writing and (2) the problems faced by the teacher at the seventh grade of SMP 4 Muhammadiyah Surakarta in 2015/2016 academic year. This Research is qualitative research. The subject of the study is seventh grade student of SMP Muhammadiyah 4 Surakarta. The data are in the form of information related to implementation of teaching writing at the seventh grade students of SMP Muhammadiyah 4 Surakarta year 2016 that have been collected from observation and interview. Methods of collecting data are observation, interview, and documentation. The technique for analyzing data are data reduction, data source, conclusion and verification. The result of the analysis shows that objectives are divided into two kinds. There are general objective learning and specific objective learning. The materials used by the teacher and the students are handbook for seventh grade students. The procedure are pre-teaching, while teaching and post teaching. The problems faced by the teacher in implementing the teaching writing are lack of media and timing management, different capability of the students and lack of the motivation from the teacher.

Keyword: implementation, teaching, writing
1. **INTRODUCTION**

In this life, language is used for communication. Human is social creature who needs another people to achieve their goal. So, language is important to our life and social life. Human needs language for socialization. In this world, there are kinds of language in each country or regional, example English language. In Indonesia, English language becomes subject in education. English language is one of the compulsory subjects in education of Indonesia, especially for junior high school. In this global era, English language becomes international language, so that English language is not only to be taught in junior high school but it is beginning from elementary school until in university.

Studying English language is not easy for all students in Indonesia because the grammar is different from the grammar of English language. Sometimes this makes the students confused when learning grammar of English language. The worst happened when the students do not understand and are confused, they will get bored. According to Leki (1996: 172) in Fauziati (2010: 46) “in traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning–making. No wonder that writing activity becomes dull, dry, and boring”. So, as the teacher must have more innovation and creative to teach English language for the student become understand and have ability to master all skill.

In this study the researcher wants to observe English teaching learning process of writing in Junior High School of Seventh Grade Student of SMP Muhammadiyah 4 Surakarta. The students of SMP 4 Muhammadiyah Surakarta especially for seventh grade have ability such as reading skill, speaking skill, and listening skill, but the students of SMP 4 Muhammadiyah Surakarta in seventh grade have less ability of writing skill. The teacher of SMP 4 Muhammadiyah Surakarta said that the student of SMP 4 Surakarta do not have enough vocabulary and arrange the correct sentence for exploring their idea in writing skill. The students are still confused which the word and
the grammar must be used in English language learning is correct. They cannot be confident to take out their idea and feel bored so, they don’t want to think and try to make a sentence in their writing skill. In many subjects, such as math, biology, physic, etc. we have to master some aspects that must master all of the aspect, for example in math subject we must know about math formula. For English language subject must master all of the skill such as writing skill, reading skill, listening skill and speaking skill because that are important to make perfect English language which can master for the student. But, writing is not easy, because it needs correct vocabulary and good grammar to make a sentence.

The aim stated describing the implementation of teaching writing and the problem faced by the teacher in implementing the method. This research will focus on describing implementation and the problem faced by the teacher.

To prove the originality of this study, the writer will show some previous studies that have been done. It is conducted by Mudrika (UMS, 2012), entitled *The Implementation of Inquiry-Based Learning in The Teaching Writing at The First Year of SMA Negeri 1 Gemolong Sragen*. The objective in this research at the first year students of Senior high school in Gemolong Sragen. The material of this research from English Textbooks and uses teacher –made materials. The procedure of this research is inquiry based-learning and contains three strages exploration, elaboration and confirmation. The problem are difficulty in improving student’s vocabulary, limitation of time, and lacking of teaching media.

There are similarities between previous research and this research is taken data from asking interviewer and made document and analyze the English teacher in implementing in teaching writing. The differences between the present research is focus on applied inquiry-based learning to improve excellent student in writing descriptive text. In teaching writing, there are three principles of writing: the product approach, the process approach and the genre-based approach. Fauziati (2010:46)

The Product Approach
This is a traditional approach of teaching writing in which student typically are provided with a model and encouraged to imitate it in order to produce similar product.

The Process Approach
The process approach encourages students to experiment with ideas through writing and to share the writing with their classmate and to get from several people to help them figure out what to say and how to say it.

Genre-Based Approach
Genre-based approach is concerned with what learners do when they write. Based on definition, the writer concludes that teaching writing has principles to be better for teaching writing. The student or the learners is not be bored for study in writing skills when teaching writing process.

2. RESEARCH METHOD
This study uses qualitative research method in purpose to describe the implementation of teaching writing and describing the problem faced by the teacher. The subject of study is the student of SMP Muhammadiyah 4 Surakarta. The data is from the observation, interview and document. The sources of data of this study are all elements of teaching learning process committed by teacher and students in teaching learning activities, interview script, syllabus, text, lesson plan, etc. It is taken from teacher and students learning process activities in implementing in teaching writing at seventh grade of SMP 4 Muhammadiyah Surakarta year 2015. The technique for collecting data are observation, interview, and document. The researcher observed the process of English teaching learning in the classroom and doing interview with the English teacher. The researcher got the data from event, informant and document.

3. RESEARCH FINDING AND DISCUSSION
The researcher describes the process of teaching English at SMP Muhammadiyah 4 Surakarta 2015/2016 academic year. This chapter consists of research finding and discussion.
3.1 Research Finding

The researcher described the finding of the research of the implementation of teaching writing at seventh grade student of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year. The research finding is divided into two parts, namely; 1) the implementation of teaching writing, 2) the problem faced by the teacher.

3.2 The Implementation of Teaching Writing

In analyzing the data, the writer explores anything happened during the observation and interview. The observation was conducted for a week in three times; Thursday (August, 11 2016), Friday (August, 12 2016), and Thursday (August, 18 2016). Every meeting consists of pre-teaching, while teaching and post-teaching. Based on the observation in writing class, the teacher used the time appropriately to meet the purposes of the lesson. The teacher had 6x40 minutes in a week. Each session had 2x40 minutes in every Monday, Thursday and Friday in classroom activity in 7A class. To collect the information of teaching writing, the writer did several observations in the classroom.

3.3 The Objective of Learning

The data was taken based on the document and interview to take the data. The document is the lesson plan by English teacher of SMP Muhammadiyah 4 Surakarta and the interviewee was interview the teacher of SMP Muhammadiyah 4 Surakarta. The interview with the teacher is as follows:

“The purpose is arrange the word to functional simple text with a variety written language accurately, fluent and take for interaction with the closed environment”

(Interview with Mrs. Henny on August12th 2016)

From the data which is gotten from the document, learning objectives are divided into two kinds: general objective learning and specific objective learning. The general objective is “To give meaning expression in the text write a short functional very simple to interaction with the close
environment”. The specific objective learning is “To express the meaning of idea in the text write functional very simple using the kind of writing language accurately, fluently and thank for interaction with the close environment”.

3.4 The Material

The materials used by the teacher and the students are handbook for seventh grade students. The students did not use worksheet or handbook by themselves. But the teacher used handbook “English in Focus for seventh grade” published by book center of Department of National Education 2008. The book consists of writing skill, speaking skill, listening skill, and reading skill. The book is written by Artono Wardiman, Masduki B.Jahur, M. Sukirman Djusma. The teacher made some material to be taught using this book about identity card, library card, daily activity and simple present. The teacher just using handbook then she made the material by herself by used power point and projector to support the material.

3.5 The Procedure of Teaching Writing

Pre-teaching is the early steps to start the lesson. In this class pre-teaching is the opening of the lesson by the teacher. In this step, the teacher usually opens the meeting by greeting, and asked the student.

While teaching is the main activity in the classroom. While teaching consists three steps. They are exploration, elaboration, and confirmation. Post-teaching is the last activity of the teaching learning process in the classroom to close the lesson.

Pre-teaching is the opening before while teaching and the first step before while teaching process. Generally, pre-teaching in every meeting has similar activities. In the beginning, the teacher entered the class and greeted the students and then asked about their condition. While-teaching In this step, while-teaching is divided into three steps namely: exploration, elaboration, and confirmation. This step, the students has to be active and creative in teaching learning process while the teacher
respond to the students and giving feedback to the students. The results of this observation are as follow:

Exploration is a step when the teacher involves the students to find and get information using media for increase information then facilitate to students become active in teaching writing. In this exploration, there are three steps such as:

The students pay attention to the picture which is showed by the teacher.
The students ask and answer questions about the picture.
The students pay attention to the model of the material from the teacher about the formation the text a short functional about identity card and library card.

Elaboration is a stage to build knowledge and explore the knowledge about the material. The teacher gave some assignment by exercise of material to make the students understand more. This exercise was implementable in individual team work independently without guidance from the teacher. In this stage, there are three steps such as:

The teacher gives context about the student data.
The teacher gives context about the student data which is written in the identity card.
The teacher asked to write a short functional text about making identity card and library card.
The students discuss their product together.

Confirmation
In this confirmation activity the teacher gave reflection and feedback of the result of exploration and elaboration. In this stage, there are two steps as follow: The students was sharing to discuss the exercise together. The teacher gave feed-back to the result of the exercise. The teacher gave more knowledge and information about the material. The students could ask to the teacher when the students still confused about the material then the teacher gave the answer about what the student was asking.

Post-Teaching
In this step, the teacher gave the student chance to ask the material which did not understand or need more information. Based on the observation, the researcher summarized that the teacher used curriculum of 2013 to implement the teaching writing in class 7A SMP Muhammadiyah 4 Surakarta. In learning process, the situation in the class was good enough controlled by the teacher, the student could be silent when the teacher explained the material. The student was understand enough for the material which was given by the teacher. But the student could not find more information from this material because the teacher did not give another source to improve their writing skill.

Problems Faced by the Teacher The problems found in the teaching learning at SMP Muhammadiyah 4 Surakarta are caused by many factors. The following faced by the teacher.

Lack of the Teaching Media In this learning process of teaching writing, the media is important to improve the knowledge about the material and find more information of this material. The teacher used LCD, visual as picture to improve the student’s ability and knowledge. The teacher also used English textbook “English in Focus for seventh grade” but the student did not give that book, but the teacher did not give English textbook to all the students in the class so, the students just followed the teacher and did not have chance to build more information and knowledge. The students could not explore their knowledge about the material. The students also did not get the worksheet, usually that worksheet called “LKS”.

Differences Capability of the Student Based on the observation, the student of seventh grade student SMP Muhammadiyah 4 Surakarta in 7a class has different capability in each student. There are two types of the student in this process learning. The first is active student and passive student. When the process learning, there are some student who is active to do the task and the exercise which is given by the teacher.
Lack of the Motivation From the Student

In the process learning, the teacher gave the material to the student. After the material has been given by the teacher, the teacher gave exercise to be answered by the student. Then the teacher asked the student to write in front of the class. One of the student had to answered the exercise in front of the class. There are some student asked by the teacher directly to answered the exercise, but the student did not want to answer the exercise or the student did not have a brave to answered the exercise. The teacher asked another student to answer the exercise. Based on this issue, the teacher should give the motivation to the student who has not active and have a brave to try answered all of the exercise.

3.6 Discussion

Based on the writer’s observation, in teaching writing at the seventh grade of SMP Muhammadiyah 4 Surakarta, the researcher found; The teacher implemented teaching writing based on KTSP. This curriculum consists of three stages: exploration, elaboration, and confirmation. The procedure of teaching writing consists: pre-teaching, while teaching and post-teaching. The implementation of teaching writing was finished by the teacher well. In the first, second, and third observation, the teacher implemented appropriate with the methods. The material is from English textbook, and then made it to power point using LCD. The students did not use another source media to improve their ability of writing skill. Because the students need more exercises from other media. In research finding, the writer also found two goals in objective of learning. Two goals can be found in the lesson plan, from three meeting that the writer had done. The teacher have effort to complete her objective in implementing teaching writing based on the lesson plan. According to Salandanan (167: 2009) in his book Teacher Education that “Adequate knowledge of the subject matter to be taught. A teacher must possess a mastery of the concepts to be introduced together with knowledge about related concepts. She can enrich her background information by reading
books and other publications”. So the teacher has to mastery of the material which will be given by the student and made the material based on her lesson plan. The lesson plan must have a good material to teach the student. The teacher has to also develop the knowledge by reading books and other publication to improve a good material to be using for the learning process and made the best lesson plan. In this observation, the result is the objective of learning was complete enough.

4. CONCLUSION
Based on the research result of the implementation of inquiry-based learning in teaching English at the seven grade of SMP Muhammadiyah 4 Surakarta in 2015/2016 academic year, the researcher draws conclusion as follows.
The implementation of teaching writing which has been applied in seventh grade students of SMP Muhammadiyah 4 Surakarta is resolved well enough. The teacher implemented in teaching writing of identity card, daily activity and simple present tense. While the classroom activity consists of exploration, elaboration, and confirmation. Each aspects of the process of discussion finished clearly.
The problems faced by the teacher in implementing the teaching writing are lack of media and timing management, different capability of the students and lack of the motivation.

BIBLIOGRAPHY