PROCESS OF TEACHING WRITING TO PROSPECTIVE TEACHERS AT THE FOURTH SEMESTER OF DEPARTMENT OF ENGLISH EDUCATION AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

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

by:

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PROCESS OF TEACHING WRITING TO PROSPECTIVE TEACHERS AT THE FOURTH SEMESTER OF DEPARTMENT OF ENGLISH EDUCATION AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

RESEARCH PAPER

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I truthfully testify that there is no plagiarism of literary work in this research paper and this research paper I submitted is really work of mine, except the written references which are mentioned in bibliography. Later, if it is proved that there is plagiarism in this research paper, I will be fully responsible.

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MOTTO

And if you would count the graces of Alloh, never could you be able to count them (Qur’an 16:18).

(So that)

Do not lose hope, nor be sad (Qur’an 3:139).

(because)

The pain is temporary
(Imam Ali)

(So, You and...)

I had(ve)(to)built myself,
(being)A world of soft-spoken beauty
(Pieces of You, Daniel Armand Lee)
DEDICATION

This research paper is dedicated to:

Allah and His Prophet Muhammad, S.A.W

My beloved Ibu and Bapak,

My beloved sisters and brothers by blood and by the heart,
ACKNOWLEDGMENT

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Surakarta, August 2, 2017
The researcher

FARIDA NUR HIDAYATI
ABSTRAK

Studi bertujuan untuk 1) mengidentifikasi teknik yang digunakan oleh dosen dalam pembelajaran writing IV di UMS 2) mendeskripsikan classroom procedure yang diterapkan dalam pengajaran writing IV di UMS 3) mengetahui penggunaan media dalam pembelajaran writing IV 4) mengetahui penilaian mengenai hasil dari pembelajaran mahasiswa writing IV di UMS. Dalam penelitian ini, peneliti menggunakan jenis penelitian kualitatif. Objek dari studi ini adalah proses mengajar writing kepada calon pengajar semester IV jurusan Pendidikan Bahasa Inggris di UMS yang terdiri dari teknik yang digunakan, procedure yang digunakan, penggunaan media dalam pembelajaran, dan penilaian hasil pembelajaran siswa. Data diambil dari informan, even, dan dokumen. Sedangkan teknik dalam pengumpulan data terdiri dari observasi, interview, dan dokumen. Kemudian, metode untuk menganalisa data adalah reduksi data, pendeskripsian data, dan kesimpulan serta verifikasi. Hasil dari penelitian ini menunjukkan bahwa 1) teknik yang digunakan dalam pengajaran writing IV di UMS adalah real writing, brainstorming, explaining theory, self-correct, giving assignment 2) classroom procedure yang diterapkan dalam writing IV ini adalah Process Approach 3) penggunaan media dalam writing IV ini menunjukkan bahwa dosen menggunakan papan tulis, bukan panduan, serta komputer pribadi siswa 4) dalam penilaian hasil kerja siswa, dosen menilai ketepatan penggunaan grammar, susunan dalam penulisan, serta penggunaan diksi yang menarik. Agar para mahasiswa termotivasi dalam belajar, dosen menggunakan pendekatan kedisiplinan. Hal ini tidak hanya memotivasi siswa tetapi juga mengajarkan calon pengajar pentingnya kedisiplinan dalam pembelajaran.

Keywords: teknik, prosedur kelas, penggunaan media, penilaian.
ABSTRACT

This study aims to 1) identity the technique used by the lecturer in teaching writing, 2) describe the procedure applied in teaching writing, 3) find the media in teaching writing, and 4) know the aspect of assessment to the result of the learner’s writing assignment to prospective students Writing IV at UMS. This research is classified as descriptive qualitative research. The object of this study is the process of teaching writing to prospective teacher at the fourth semester of English Education Department UMS consisting of technique used, procedures used, media usage, and the lecturer’s assessment. The data were collected from informant, event, and document. The techniques for collecting data were observation, interview, and documentation. To analyse the data, the researcher used interactive techniques comprising of data reduction, data description, and conclusion then verification. It was found that 1) the techniques used in teaching writing IV were real writing, brainstorming, explaining the theory, self-correct, and giving assignment 2) classroom procedure applied in teaching writing was Process Approach classroom procedure 3) the media used here were board, handout, and students’ personal computer 4) in assessing students’ work, the lecturer assesses grammar accuracy, writing layout or format arrangement, and attractive diction usage. In order that the students were motivated in learning, the lecturer used discipline approach. It does not only motivate the students learning but also teach the prospective teachers the importance of discipline in learning.

Keywords: technique, classroom procedures, media usage, assessment.
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