

**CLASSROOM TECHNIQUES OF TEACHING WRITING AT THE
ELEVENTH GRADE IN SMK MUHAMMADIYAH 3 SURAKARTA IN
2015/2016 ACADEMIC YEAR**



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

By

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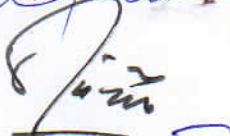

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**CLASSROOM TECHNIQUES OF TEACHING WRITING AT THE
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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengajaran menulis kepada siswa kelas XI di SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 Tahun Ajaran, materi yang digunakan oleh guru untuk mengajar menulis ke Kelas VIII SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 tahun akademik, mengajar mengajar menulis kelas ketujuh SMK Muhammadiyah 3 Surakarta tahun 2015/2016 Tahun Akademik dan permasalahan yang dihadapi guru dalam mengajar menulis ke Kelas VIII SMK Muhammadiyah Surakarta pada tahun 2015/2016 tahun akademik. Ini adalah penelitian kualitatif deskriptif. Subjek penelitian ini adalah guru bahasa Inggris dan siswa kelas XI SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 Tahun Akademik. Objek penelitian ini adalah mengajar menulis ke kelas XI SMK Muhammadiyah 3 Surakarta pada Tahun Akademik 2016/2017.

Hasil dari penelitian ini menunjukkan bahwa pengajaran menulis ke Kelas VIII SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 Tahun Akademik guru menggunakan 2 teks deskriptif "Gempa" dan satu teks deskriptif penulisan bebas. Materi yang digunakan oleh guru diambil dari kurikulum Buku Bahasa Inggris "2013 dari Bashir dan Kemdikbud tahun 2016. Ajaran mengajar menulis Kelas Ketujuh SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 Tahun Akademik guru menggunakan pendekatan kontrol untuk bebas dan pendekatan menulis yang bebas dan sebagai teknik belajar mengajar dan dia menggunakan observasi, kerja dalam kelompok, dan berlatih sebagai strategi pengajaran. Teknik yang digunakan oleh guru adalah pendekatan bebas penulisan dimana guru menggunakan teks yang diambil dari buku dan diambil dari internet. Permasalahan yang dihadapi guru dalam mengajar menulis ke Kelas VIII SMK Muhammadiyah 3 Surakarta pada tahun 2015/2016 Tahun Akademik berdasarkan wawancara tersebut adalah; 1) Transfer pengetahuan untuk semua siswa, 2) Atur siswa dalam aktivitas kelompok, dan 3) Siswa pasif.

Keywords: *Deskriptive, Teknik Kelas, Pengajaran Menulis*

ABSTRACT

This study aimed to describe teaching writing to the eleventh grade Student's at SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year, the material used by the teacher to teach writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 academic year, the technique of teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year

and the problems faced by the teacher on teaching writing to the Eleventh Grade of SMK Muhammadiyah Surakarta in 2015/2016 academic year.

This is a descriptive qualitative research. The subject of this research was English teacher and the students of eleventh grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year. The object of the research was teaching writing to the eleventh grade of SMK Muhammadiyah 3 Surakarta in 2016/2017 Academic Year.

The result from this research showed that the teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year the teacher used 2 descriptive text “Earthquake” and one free writing descriptive text. The material used by the teacher was taken from *Buku Bahasa Inggris* 2013 curriculum from Bashir and Kemdikbud year 2016. The technique of teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year the teacher used the control to free approach and free writing approach and as teaching learning technique and she uses the observing, work in group, and practice as teaching strategy. The technique used by the teacher is free approach writing where the teacher uses the text taken from the book and taken from the net. The problems faced by the teacher in teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year based on the interview are; 1) Transfer the knowledge for all students, 2) Arrange the students in group activity, and 3) The students is passive.

Keywords: *Descriptive, Classroom Techniques, Teaching Writing,*

1. INTRODUCTION

At school teachers have common duty not only teach the students but also manage the class which consists of students behavior, classroom properties, teaching material, and also the arrange the time as good as they can. So, they need a good technique to manage the class. Teachers must know how to manage students’ learning by organizing and controlling what happen in class. Teachers have the choices of using which of teaching method, teaching material, what kind of properties they want to choose, as long is its never far from the guideline of curriculum. So, diferent teachers use also different technique, different studies also can be different technique, and different class situation sometimes can make the teacher change their teaching technique also. So based on the above explanation

classroom technique will be flexible and the purposes is to avoid boredom in classroom.

Most of the suggested techniques would require instructional materials to accomplish certain objectives. A successful learning experience not only depend on careful planning, selecting of techniques, strategies and an overall method, but also on selecting appropriate instructional material (Dhand, 2008: xv). For example on teaching writing, teachers must really direct the student in writing such as using complex writing process into more manageable pieces: planning, drafting and editing, because with this the teacher able to observe the students activity on writing and also able to explore them. The writing process is a way to promote a better writing activity in the classroom. To get that better writing, the teachers (English teacher) are required to choose approaches which can accommodate time, students' needs, and the practice in writing. The practice was to develop the students capability in expressing the idea, to solve the problem as a form of expressive mode and communicative information without conversation (Fulwiler and Young, 2000: 126) So, teaching technique will be needed in teaching writing.

The technique is theoretically related to an approach and is organizational determined by design (Fauziati, 2002: 5). Writing takes time and energy; it is along process. The students usually get difficulties in starting their writing that will cause many students waste valuable time just for getting started. In SMK Muhammadiyah 3 Surakarta, the English teacher tries to focused on student's capability on writing individually. The teacher asks the students to write or to make a text individually. Discussion will be needed as a supporting way for students when they have difficulties in writing individually.

Based on the background of the study, the research problems are focused on the teaching writing, the material used by the teacher to teach writing, the technique of teaching writing, and the problems faced by the teacher in teaching

writing to Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year.

There are some previous researches. First, was done by Yuniawati (2002) who conducted a research entitled “Grammatical Error in Writing Made by the Third Semester Students of the English Department of the Teacher Training and Education Faculty of Sebelas Maret University in 2001/2002 Academic Year”. Her conclusion was that the third semester students of English Department of Teaching Training and Education Faculty of Sebelas Maret University still found difficulties in constructing well-formed sentences. The second was Nisak Chairun (2007) from UMS who conducted her research entitled “Improving Students’ Writing Skill through Text Report at the First Year of SMA Muhammadiyah 8 Juwiring”. The result of her research was that teaching descriptive paragraph through text report could decrease the level of boredom during the teaching –learning process. It made the writing easier. She said that teaching English writing by using descriptive paragraph through text report was successful. The third research was by Junaidah The Teacher’s Techniques in Teaching Writing Skill of Eighth Grade Female Students at SMP Nahdatul Ulama (NU) Academic Year 2015/2016. Her research was descriptive qualitative research. The result of her research states that the teacher’s techniques of eighth grade female students at SMP NU are three techniques namely word order, sentences arrangement and fill in the blanks. While the application of the techniques, the teacher used LKS book, blackboard and divided the students into small groups. During teaching-learning process, the teacher asked the students to translate the English words into Indonesian.

The above research are similar with this research where all studies about teaching writing. The difference are, Yuniawati focused on grammatical error in writing, Nisak focused on writing skill through text report, Junaidah different in the the place of the research. While this research focused on technique of teaching writing in SMK Muhammadiyah 3 Surakarta 2016/2016 academic years.

2. RESEARCH METHOD

The writer uses descriptive qualitative research. The research conducted at SMK Muhammadiyah 3 Surakarta. The time of observation will be conducted in October 2017 until finish. The subject of this research is English teacher and the students of eleventh grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year. The English teacher is TA,S.Pd. The students especially class A. They consist of 34 students, including 6 female students and 28 male students. The object of the research is teaching writing to the eleventh grade of SMK Muhammadiyah 3 Surakarta in 2016/2017 Academic Year. In collecting the data the researcher used observation. In analyzing data the researcher used, The data are collected and reduced, classifying and verifying the data and drawing conclusion.

3. RESEARCH FINDING AND DISCUSSION

3.1 Research Finding

The implementation of teaching writing based on curriculum 2013 showed that the teacher used 2 descriptive text “Earthquake” and one free writing descriptive text. Each text was given for each meeting. In Each meeting the teacher used the different them of text, where on the first meeting the teacher used the text from the package book entitled “natural disasters” and on the second meeting the teacher used the text from the net entitled the tourism place. Based on the curriculum that is still used by Muhammadiyah 3 Surakarta, the teacher teaches English by using curriculum 2013 and it applied in main activity on every meeting

The material should be appropriate to the competencies because it must be able to increase the student’s skill on writing especially narrative text. The material used in teaching writing at the eleventh grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year was taken from *Buku Bahasa Inggris*” 2013 curriculum from Bashir and Kemdikbud year

2016. The teacher said that she is not only use one book but she sometimes take the material from other sources, it can be from internet or other book. On teaching writing on first observation, the teacher opens page 27 about natural disaster. Based on the lesson plan that the material used by the teacher is the relevan Senior High School package book, and the most important thing is that the teacher able to apply the teaching method of scientific approach and the strategy, observing, modelling, group work and practice.

On teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year the teacher use the control to free approach and free writing aproach and as teaching learning technique and she uses the observing, work in group, and practice as teaching strategy. Based on the observation it showed that the control free approach technique applied in the first observation and in the second observation in main activity. The students must read the text first, then they have to understand the text and find the generic structure and the adjective and adjective phrase based on the text. Then in the free writing applied in the second observation where the teacher asks the students to make their own text with tourism place as a theme.

After the observation the researcher found the problems faced by the teacher in teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year.

In teaching learning process, teacher must transfers her knowledge to all of her students. But, the difficult thing is that, not all the students have the same skill so the teacher must be patient and use her knowledge and skills supposed all the material accepted by the students similarly, not only for students that is clever in English.

The difficulties in arrange the students in group activity is common in teaching learning process, not only in English but also in other studies. In Eleventh Grade of SMK Muhammadiyah 3 Surakarta the students also have

the same situation in group activity and the teacher feels that they are difficult to be arranged when they are in group especially when they are doing the discussion.

In Eleventh Grade of SMK Muhammadiyah 3 Surakarta, most of them are passive. Based on the observation the researcher sees that the students choose to be passive than active in teaching learning process especially in questing. It can be seen on below quotation. Based on the interview it can be seen that the students in Eleventh Grade of SMK Muhammadiyah 3 Surakarta is one of the class who are the students passive. This becomes the teacher's problem in every teaching learning process.

3.2 Discussion

The implementation of teaching writing at the Eleventh Grade of SMK Muhammadiyah 3 Surakarta, showed that the teacher used the same material descriptive text for two meetings. In each meeting the teacher used the different text, where on the first meeting the teacher used the text from the text book entitled "natural disasters" and on the second meeting the teacher uses the text from the net entitled "the tourism place". Based on the curriculum that is still used by Muhammadiyah 3 Surakarta, the teacher taught English by using curriculum 2013 and it way applied in main activity on every meeting.

The classroom techniques of teaching writing at the eleventh grade of SMK Muhammadiyah 3 Surakarta, the teacher used free control approach and free writing. The activity is that the teacher controls all the materials (the text and the tasks). The students must follow every order from the teacher, including reading the same text for all students, doing the same task with the same text. In free writing the teacher gave the practice for students to make the text by their own words, but still the theme coming from the teacher. The strategy used were observing, modeling, work in group and practice.

The material used by the teacher to teach writing is the material from the package book and the other material from the teacher it self as long as it is not run from the curriculum. The teacher used “*Buku Bahasa Inggris*” 2013 curriculum from Bashir and Kemdikbud and the material in page 28-30 about natural disaster “earthquake”.

The problems faced by the teacher in teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year based on the interview are; 1) Transferring the knowledge for all students, 2) Arranging the students in group activity, and 3) Making the students active. In transfer the knowledge for all students, the teacher had difficulties to face all students with the different skills and capabilities. In arranging students in group, the teacher had difficulties in arranging the student when they did the discussion activity. In students active, the students were silent so that the teacher wondered whether they understood the material or not.

There are difference between this study and the previous. The first study was done by Yuniawati (2002) entitled “Grammatical Error in Writing Made by the Third Semester Students of the English Department of the Teacher Training and Education Faculty of Sebelas Maret University in 2001/2002 Academic Year”. The second was Nisak Chairun (2007) entitled “Improving Students’ Writing Skill through Text Report at the First Year of SMA Muhammadiyah 8 Juwiring”. The third research was by Junaidah entitled “The Teacher’s Techniques in Teaching Writing Skill of Eighth Grade Female Students at SMP Nahdatul Ulama (NU) Academic Year 2015/2016”. All the previous research are similar with this research where all studies about teaching writing focused on technique for teaching writing. The difference are, Yuniawati focused on grammatical error in writing, Nisak focused on writing skill through text report, Junaidah had different the place of the

research. While this research focused on technique of teaching writing in SMK Muhammadiyah 3 Surakarta 2016/2016 academic years.

4. CONCLUSION

The teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year the teacher used 2 descriptive text “Earthquake” and one free writing descriptive text. The teacher involved 5 developments of students’ activities; observing, questioning, exploring, associating, and communicating. The researcher found that the student is getting more active and better than previous observation.

The material used by the teacher to teach writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 academic year should be appropriate to the competencies because it must be able to increase the student’s skill on writing especially narrative text. The material used in teaching writing at the eleventh grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year was taken from *Buku Bahasa Inggris*” 2013 curriculum from Bashir and Kemdikbud year 2016. Based on the lesson plan that the material used by the teacher is the relevant Senior High School package book, and the most important thing is that the teacher able to apply the teaching method of scientific approach and the strategy, observing, modelling, group work and practice.

The technique of teaching writing of the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year used were the control to free approach and free writing approach, as teaching learning technique the teacher used the observing, work in group, and practice as teaching strategy. The technique used by the teacher is free approach writing where the teacher used the text taken from the book and taken from the net. While in free writing, the students must create their own descriptive text. This is free activity given by the teacher for students to think wildly based on the context of descriptive text.

The problems faced by the teacher in teaching writing to the Eleventh Grade of SMK Muhammadiyah 3 Surakarta in 2015/2016 Academic Year based on the interview are; 1) Transferring the knowledge for all students, 2) Arrange the students in group activity, and 3) Making the students active.

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