

**A CASE STUDY: THE PROCESS OF ENGLISH TEACHING WRITING
FOR STUDENTS WITH SPECIAL NEEDS AT *HARMONY JUNIOR HIGH*
*SCHOOL OF SURAKARTA***



RESEARCH PAPER

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

Written by

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

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MOTTO

“TIME IS PRECIOUS. USE IT WISELY!”

(THE WRITER)

“OJO MANGAN NING NGISOR LONGAN, TURU BANTALAN MERANG”

(JAVANES CULTURE)

**“URIP KUI MUNG SADERMO, MOBAH MASIK KERSANING HYANG
SUKMO”**

(JAVANESE CULTURE)

**“DON’T WORRY ABOUT FAILURES. WORRY ABOUT THE CHANCES
YOU MISS WHEN YOU DON’T EVEN TRY”**

(AGUNG PRABOWO)

DEDICATION

This research paper is dedicated to:

- My dearest father and mother,
- My beloved sister,
- My best friends,
- My consultants and lecturers, and
- All of my friends and the readers

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Assalamu 'alaikumwarahmatullahiwabarokaatuh

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The writer realizes that this research paper is still far from being perfect. Therefore the writer will accept all positive, and constructive criticism and suggestion.

Wassalamu'alaikumwr. wb.

The researcher,

Aditya Prabowo

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mendeskripsikan tujuan, materi, dan langkah-langkah dalam pembelajaran menulis untuk siswa berkebutuhan khusus di SLB Harmony. Subyek penelitian ini adalah guru bahasa Inggris SMP kelas 7 di SLB Harmony. Penelitian ini adalah penelitian deskriptif kualitatif. Metode pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, analisis dokumen, dan observasi. Data dalam penelitian ini direkam, dicatat, dan ditranskripsikan yang terdiri atas proses pembelajaran menulis yaitu wawancara dengan guru, silabus dan rencana pelaksanaan pembelajaran, dan observasi langkah-langkah pembelajaran. Terdapat beberapa langkah yang dipakai untuk menganalisis data yaitu pengumpulan, identifikasi, membuat catatan, membuat list, memetakan, memberi kode, membaca ulang, mereduksi, dan membuat kesimpulan. Hasil dari penelitian ini menunjukkan bahwa (1) ada tiga tujuan dalam pembelajaran menulis untuk siswa berkebutuhan khusus; yaitu untuk meningkatkan skill menulis, untuk mengenalkan menulis sebagai alat komunikasi, dan untuk mengenalkan teks deskriptif, (2) materi yang digunakan sesuai dengan silabus pada kurikulum 2013 yang berfokus pada pembelajaran tentang deskripsi anggota keluarga dan binatang, (3) langkah-langkah pembelajaran yang ada pada pembelajaran menulis untuk anak berkebutuhan khusus terdiri dari tiga langkah, yaitu: pre-teaching (opening, reviewing), while teaching (teaching and practicing), and post-teaching (evaluating and closing).

Kata Kunci : Pembelajaran menulis, tujuan pembelajaran, materi, procedure pembelajaran, siswa berkebutuhan khusus

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ABSTRACT

This study aimed to describe the learning objectives, materials, and teaching procedure in process of teaching writing for students with special needs at Harmony school. Subject of this study was an English teacher of seventh grades in junior high school at Harmony school. The type of this study is a descriptive qualitative. The methods of collecting data were interview, document review, and observation. The data in this study included recording, field note, and transcription of the interview with the English teacher, syllabus and lesson plans, and observation of the teaching procedure. There were some steps for analyzing data, namely collecting, identifying, taking a note, listing, coding, rereading, reducing, and drawing conclusion. The results of the study showed that (1) There were three learning objectives in teaching writing for students with special needs that were to improve the writing skills, to introduce writing as communication tools, and to introduce the descriptive text, (2) the materials used the syllabus in curriculum 2013 focusing the description of family members and animals, (3) the teaching procedure in teaching writing for students with special needs have three steps that were pre-teaching (opening, reviewing), while teaching (teaching and practicing), and post-teaching (evaluating and closing).

Keywords: Teaching writing, Learning Objective, Materials, Teaching Procedure, Students with special needs

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