

**AN ANALYSIS ON TEACHER'S TECHNIQUES IN TEACHING
WRITING TO THE TENTH GRADE STUDENTS OF MAN
KARANGANYAR IN 2018/2019 ACADEMIC YEAR**



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

**by
MISBAWATI ISTIQOMAH
A320140171**

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2018**

APPROVAL

**AN ANALYSIS ON TEACHER'S TECHNIQUES IN TEACHING WRITING
TO THE TENTH GRADE STUDENTS OF MAN KARANGANYAR
IN 2018/2019 ACADEMIC YEAR**

PUBLICATION ARTICLE

by

Misbawati Istiqomah

A320140171

Approved to be Examined by Consultant

A handwritten signature in black ink, appearing to read 'Djoko Srijono', with a horizontal line underneath.

Drs. Djoko Srijono, M.Hum.

NIP. 19590601 198503 1 003

ACCEPTANCE

AN ANALYSIS ON TEACHER'S TECHNIQUES IN TEACHING WRITING
TO THE TENTH GRADE STUDENTS OF MAN KARANGANYAR
IN 2018/2019 ACADEMIC YEAR

PUBLICATION ARTICLE

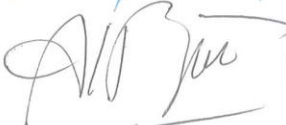
by

Misbawati Istiqomah

A320140171

Accepted and Approved by Board of Examiner
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on November 2018

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum. ()
(Head of Examiner)
2. Mauly Halwat Hikmat, Ph.D. ()
(Member One of Examiner)
3. Aryati Prasetyarini, M.Pd. ()
(Member Two of Examiner)



Dean
Prof. Dr. Harun Joko Prayitno, M.Hum.

NIP. 19650428 199303 1 001

TESTIMONY

Herewith, I testify that there is no plagiarism this publication article. As for as I know, there is no literary work which has been raised to obtain bachelor degrees of university. Nor there option masterpiece which have been written or published by others, expect those in which in the writing are referred manuscript and mentioned in the literary review and bibliography.

Here, later it is proven that there are some untrue statements in this testimony, I will hold fully responsible.

Surakarta, 01 November 2018

The writer



Misbawati istiqomah

A320140171

AN ANALYSIS ON TEACHER TECHNIQUES IN TEACHING WRITING TO THE TENTH GRADE STUDENTS OF MAN KARANGANYAR IN 2018/2019 ACADEMIC YEAR

Abstrak

Penelitian ini fokus pada 1) teknik yang digunakan oleh guru dalam mengajar keterampilan menulis pada siswa kelas X di MAN Karanganyar, dan 2) masalah yang dihadapi guru dalam menggunakan teknik yang diajarkan saat mengajar keterampilan menulis. Jenis penelitian adalah penelitian deskriptif. Teknik pengumpulan data dalam penelitian dengan cara observasi dan wawancara. Subjek penelitian ini adalah murid dan guru bahasa Inggris kelas X MIA 4 MAN Karanganyar. Hasil dari penelitian ini adalah 1) tiga teknik yang di gunakan guru dalam mengajar ketrampilan menulis adalah diskusi, grup dan presentasi, dan menulis individu. 2) (a) masalah yang dihadapi guru dalam menggunakan teknik diskusi adalah manajemen kelas, dan siswa aktif / pasif, (b) masalah yang di hadapi guru dalam menggunakan teknik grup dan presentasi adalah kurangnya ketertarikan siswa dalam belajar bahasa Inggris, (c) masalah yang dihadapi guru dalam menggunakan teknik menulis individu adalah kurangnya waktu karena siswa sangat kurang dalam kosakata dan tatabahasa. Penelitian ini dapat disimpulkan bahwa guru di kelas X MIA 4 MAN Karanganyar dalam mengajarkan keterampilan menulis menggunakan beberapa teknik yang mudah di pahami oleh siswa, seperti diskusi, grup dan presentasi, dan menulis individu.

Kata kunci : teknik mengajar, mengajar menulis, ketrampilan menulis.

Abstract

This research focuses on 1) teaching technique used by teacher in teaching writing skill at the tenth grade of MAN Karanganyar, 2) problem faced by teacher in implementing the technique for teaching writing skill. The type of this research is descriptive research. Method of collecting data is observation and interview. The subject of this research was student of tenth grade MIA 4 at MAN Karanganyar and English teacher. The findings of the research are 1) three techniques used by teacher such as discussion, group and presentation, and personal writing techniques. 2) (a) Problem faced by teacher in applying discussion technique as classroom management and being active, passive of the students, (b) Problem faced by teacher in applying group and presentation technique is students have less interest in learning English, (c) Problem faced by teacher in applying personal writing as teacher have limited time because the students have limited vocabulary and grammar. The researcher concluded that English teacher at the tenth grade students MIA 4 of MAN Karanganyar used various techniques to make the students understand easily.

Keyword : teaching technique, teaching writing, writing skill.

1. INTRODUCTION

English is still considered one of the most important subjects in school. People use the language to express their emotions, feelings, and ideas. No one will be able to

communicate internationally without using English since almost of scientific books are written in English. The goal of teaching and learning is to produce and comprehend language that are spoken and written. Some people think that successful English learner is a person who can speak English fluently. A successful English learner is a person who has capability all of English skills. In teaching and learning process most of the teachers have a problem. The problem is the techniques. There are four English skills to learn, namely reading, listening, speaking and writing skill. The four skills are supported by the learning of language aspects. They are structure, vocabulary, pronunciation and spelling. Writing skill is useful in giving arguments to the social matter.

Based on the writer's observation in teaching training practice, most of the students in MAN Karanganyar especially the tenth grade students have many problems in mastering English words and this situation makes them lazy to study English. Learners usually have many problems in mastering English words. They have limited vocabulary to comprehend the meaning of the words in the text, they do not know the context of word usage, cannot recognize the meaning of each word, not able to listen the English words from speakers, cannot compose their writing task successfully, and get difficulty to communicate effectively in English. So, most students have difficulties in writing English.

Clay and Temple (1975) in Brown (1996: 89) state writing is a way communicating which employs regular features and forms including letter shape, printdirection, consistent spelling and punctuation marks. Tarigan (1994: 3) explains the definition of writing as a skill of language. He said that writing is one of the language skills which is used to communicate indirectly. Writing is the set of processes by which the finished product came into being hand pushing pen or computer keys. Writing is a way to explore material, a way to discover insights into subjects (Richard and Dawn 1989: 11).

Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In another time, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to have technique to make the students ready to write. The students can also participate or interact in the class activity. By applying the appropriate technique in teaching and learning process, the teacher can make the students confident to write correctly. Finally, based the previous phenomenon, technique in teaching and learning process is

very important. In addition, teacher's technique is the important factor which influences success on teaching writing. From this reason the researcher carries out a research entitled **“An Analysis on Teacher's Techniques in Teaching Writing to the Tenth Grade Students of MAN Karanganyar in 2018/2019 Academic Year.”**

Reski Pilu (2012) finds out whether the use of scaffolding technique is effective in improving the students' competence in writing descriptive text. The research used pre-experimental method. The data were conducted by quantitative research. The subject of the research was the second year students of English Students of CokroaminotoPalopo, the number of population are 240 students. It used random sampling method. The members of sample were 25 students. The result can be concluded that using scaffolding technique is effective in teaching writing descriptive text to the students at the second year of English students of CokroaminotoPalopo University. Another study by Alma Prima Nurlaila (2113) finds out whether a study on the effectiveness of mind mapping technique in teaching writing Descriptive texts to the seventh-graders on a Junior High School in Bandung. This research used a mixed method between pre-experimental design particularly one group pre-test and post-test design and questionnaire and interview techniques. The subject of this research was seventh-graders on a Junior High School in Bandung. The results indicate that there is a significant improvement in students' writing ability, and recommended that mind mapping technique can be used in teaching writing in different text types and levels of schooling

This research focuses on teacher technique used by teacher in teaching writing skill which the subjects are X MIA 4 grades students of MAN Karanganyar. The theory related with this research includes teacher's role, student's role, and instructional material. So, this research can expand the previous study in other research field. The researcher uses some theories related with the previous study in order to support the data of research. There are some theories to support this study such as definition of writing, types of writing, teaching writing, technique for teaching writing, categorizing technique, and technique of interactive teaching.

2. METHOD

The type of this research is descriptive qualitative research. This research uses descriptive method. Therefore, in conducting this research the researcher does some types of collecting data related descriptive method such as by doing observation, interview, and document analysis. This research will be held in MAN Karanganyar.

The subject is English teacher at the tenth MIA 4 grade students of MAN Karanganyar. The object is teacher's technique in teaching writing. The researcher in checking the validity and reliability of data used triangulation techniques. The techniques of analyzing data are : (1) Classifying the teacher's techniques in teaching writing to the tenth grade students of MAN Karanganyar in 2018/2019 academic year that is resulted from the observation, (2) Classifying the problem faced by English teacher. The data are the result of the interview with English teacher, (3) Drawing conclusion and proposing suggestion based on the data analysis.

3. FINDING AND DISCUSSION

3.1 The Techniques Used by Teacher in Teaching Writing

Based on the data from observation and interview conducted on 01 October 2018, the researcher found some techniques used by the teachers in teaching writing. The techniques are discussion, grouping and presentation, and personal writing techniques. This observation were done in the tenth MIA 4 class of MAN Karanganyar. The tenth MIA 4 class is located at the 1st floor, it consists 31 students, 24 girls and 7 boys. The English teacher's name is DMK, M.Pd who handles the English lesson for the tenth grade students.

The teacher started lesson by reciting *salam* in the opening of all observatio. The class was started by reading Al-Quran in first learning then reciting *basmalah* and pray together because the school is Islamic school. The teacher greeted the students by saying "Good Morning, How are you?", then followed by checking the students's attendance and asked the reason if there was the absent student.

3.1.1 Discussion Techniques

The teacher began the lesson by opening the book page 69 chapter 5. The teacher explains Descriptive text and discuss "*Let's Visit Niagara Falls*". In this activity before the teacher began the discussion the teacher gave some questions related with the material. The material that day was describing places. Then, the students expressed their opinion. After that, the teacher explained what the meaning of descriptive text, what the generic structure, and the social function and language features of descriptive text. The textbook applied by the teacher especially in the first year students is *Buku Bahasa Inggris X Kurikulum 2013 Edisi*

After that, the teacher asked the students to read the text one by one. The first paragraph read by Aisyah then she choose other friends to continue read second paragraph. The teacher pointed one of the students to read the text loudly, while the other students had to paid attention to their friends. Based on the text read by the students, the teacher asked the other students to show the generic structure of the text. The students who could answer it correctly would get addition of score from the teacher.

3.1.2 Group and Presentation Techniques

The activity of the students is grouping and presentation techniques. They were doing exercise with their friends in group or making power point about another Descriptive text. The teacher divided the group based on their chair. The teacher divided the class into 8 groups and a group consists of 4/5 students. The activity was making group in doing exercise. Then, the students present the power point about another Descriptive text in front of the class.

3.1.3 Personal Writing Techniques

This activity is personal writing technique. The technique is to knowing the personal students ability in writing skill. It can help students increase their grammar and building sentence. After presentation end, the teacher asked the students made a written text individually. The students made a written text by themselves. The text is about descriptive text. To avoid plagiarism from google, the teacher asked the students to describe a building that is its own school building. The activities that involved in these stages were two activities namely giving the assignment in the class and giving the assignment in homework.

3.2 Problem Faced by Teacher in Teaching Writing

3.2.1 Problem Faced by Teacher in Applying Discussion Techniques

3.2.1.1 Clasroom Management

In this case, the researcher found problem faced by the teacher when the researcher did the interview with the teacher. The teacher feel difficulty in managing the class especially from the condition

and time. There is reason why the teacher feel difficulties in managing the class because, condition each student had different capabilities in receiving the materials. This condition is different if the all students have good capabilities, so the teacher easier to explains the material and the students easier to understand too.

3.2.1.2 Active, Passive Students

There are some students who have participation actively in writing class, but the other students are passive. This condition can be proven when discussion activities. The students are active and paid attention, when teacher explanation the material. The passive students just quiet noisy with seatmate. They were interested in if teacher gave motivation and shared the experience. So the teacher repeated the explanation the materials for the students understand easily.

3.2.2 Problem Faced by Teacher in Applying Group and Presentation Techniques

Students are less interested in writing material. Not only writing material, especially in English subjects. Few students are less interested in learning English. The students feel bored and the teacher always gave the students a story or joke. So the story made them laugh and build enthusiasm for learning. Basically all students needed motivation to be more enthusiastic in learning. The motivation must be motivated that actually builds students' characters for the better. Therefore sometimes the teacher gave a little story to attract the students attention.

3.2.3 Problem Faced by Teacher in Applying Personal writing

The problem faced by teacher in applying this technique is limited time. Sometimes teacher asked students to continue the individual writing on the next meeting. Therefore the students have limited vocabulary and less grammar. So that, they needed long time to develop the paragraph. Sometimes the time is over when the students write the text in the class. Therefore, the teacher asked them to continue the assignment as homework. This condition is different if all students have good vocabulary and grammar, so it can be easier for the teacher applied the techniques.

4. CONCLUSION

The researcher concludes that the teaching techniques applied by the teacher in teaching writing are Discussion, Grouping and Presentation, and Personal Writing techniques. The techniques are very good for students because, there are available guidelines. The technique has also provided differences / characteristics so it is very easy to applied for students. The text are used the teacher is descriptive text. The text is “*Visiting Niagara Falls*”. The textbook applied by the teacher especially in the first year students is *Buku Bahasa Inggris X Kurikulum 2013 Edisi Revisi 2016* by KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA.

There are some problems faced by the teacher in applying the technique in teaching writing to the students, (1) Problem Faced by Teacher in Applying Discussion Techniques as Classroom Management and Active, Passive Students, (2) Problem Faced by Teacher in Applying Grouping and Presentation as the lack of student Interest, and the last (3) Problem Faced by Teacher in Applying Personal Writing Techniques as Limited time because students have limited vocabulary and less grammar.

BIBLIOGRAPHY

- Adriati, Meliya. 2013. The Use Of Clustering Technique In Teaching Writing Narrative Text. *Journal of English and Education*, 1(2), 39-46.
- Brown, H. Douglas. 2001. *Teaching by Principles an Interactive Approach to Language Pedagogy*. Second Edition. Addison Wesley Longman, Inc: San Francisco State University.
- Brown, R., & Gebhard, C. Richard. 1989. *Writing Processes and Intention*. D.C Heath and Company: United States of Amerika.
- Faisal & Suwandita, Krisna. 2013. The Effectiveness of FRESH Technique to Teach Descriptive Paragraph. *Journal of Education and Learning*. Vol.7 (4) pp. 239-248.
- Fauziati, Endang. 2015. *Teaching English as a Foreign Language (TEFL)*. Surakarta: Muhammadiyah University Press.
- Feradilla & Al Hafizh. 2014. Using the Clustering Technique in Teaching Writing A descriptive Text to Junior High School Students. *JELT*, No. 2 (2), 74-81.

- Hunbble Meer. 2016. Four Different Types of Writing Styles. <https://owlcation.com/humanities/Four-Types-of-Writing>. Updated on May 10, 2016.
- Kevin Yee. 2018. Teaching of Interactive Technique. <https://faculty.semo.edu>. Updated on April 10, 2018. Sugiyono. 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Ningsih, Nopita. 2017. *An Anaysis on Teacher's Strategies in Reading Comprehension Class of The Second Grade Students of SMPN Ngrambe in The Academic Year 2015/2016*. Surakarta : IAIN Surakarta.
- Prima Nurlaila, Alma. 2013. The Use Of Mind Mapping Technique In Writing Descriptive Text. *Journal Of English And Education*, No. 1(2), 9-15.
- Puji Astuti, Sri. 2016. Exploring Motivational Strategies of Successful Teachers. *TEFLIN Journal*, No. 1 (27), 1-22.
- Rattanavich, Saowalak. 2017. The Effects of an Experimental Training Program for Teachers of Vocational English Using Concentrated Language Encounter Instructional Processes and Reciprocal Peer. *Teaching Strategies English Language Teaching*, Vol. 10, No. 12; 58-71.
- Riswanto, Pebri Prandika Putra. 2012. The Use of Mind Mapping Strategy in the Teaching of Writing at SMAN 3 Bengkulu, Indonesia. *International Journal of Humanities and Social Science*, Vol. 2 No. 21; 60-6.
- Sufatmi Suriyanti, Aizan Yaacob. 2016. Exploring Teacher Strategies In Teaching Descriptive Writing In Indonesia. *Malaysian Journal of Learning and Instruction*, Vol. 13 No. 2: 71-95.
- Sumarsih1 & Sanjaya, Dedi. 2013. An Effective Technique To Enhance The Students' Achievement On Writing Descriptive Text. *English Language Teaching*, No. 12 (6), 106-113.