

## ABSTRACT

**Pertiwi, Nia Dian.** 2015. Teaching Composition at Al-Mawaddah Islamic Girl Boarding School. Thesis, English Education Department, Tarbiyah Faculty, State Islamic College of Ponorogo, Advisor Dra. Aries Fitriani, M. Pd.

**Keyword:** teaching English composition strategy, media, and evaluation

Composition is the process of written communication, the role of composition and the process of written communication simply can explain in story or an essay form. Teaching English composition is one of the subject matter have been taught at Senior High School level. As it become one of the subject in Al-Mawaddah. Al-Mawaddah has been realized these lesson programs since the beginning of Al-Mawaddah stand, especially for eleventh and twelfth grade.

The statement problem of the research are: (1) What kind of strategies used in teaching English composition? (2) What kinds of media used in teaching English composition? (3) How does the teacher evaluate the teaching of English composition?. And the purpose of this research are: (1) to describe the strategies in teaching writing composition. (2) to describe the media using in teaching writing composition. (3) to know the evaluation in teaching writing composition.

This research described about kind of strategies used by the teacher in teaching English composition, media which are employed in teaching composition and evaluation done by the teacher in teaching composition at eleventh grade students at Al-Mawaddah Islamic Girl Boarding School. This research was qualitative descriptive research. The methods of collecting data were observation, interview, and documentation. The result of data was the information of implementation in teaching composition. In analyzing the data, the researcher applied a steps of qualitative data analyze by Miles Huberman were covering data reduction, display and conclusion. The research conducted at Al-Mawaddah Islamic Girl Boarding School. The subject of the research was XI A class which consist of 31 students.

The results of research were the strategies which applied by the teacher in teaching English composition consist of Cooperative Integrated Reading and Composition (CIRC) and PPP (Presentation, Practice, and Product). Students were trained to be able to cooperate and respect the opinions of others. And the media that used in teaching composition as laptop, projector, speakers, and LCD that made the teaching learning process interest and to facilitate the teacher in teaching composition. And the evaluation of teaching composition made in a form of written test. It was to measure students' achievement and to know the students' composition ability based on the English composition test.

## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

English is an international language that plays important role in all fields of life. English becomes more important in the world because students can get many advantages from learning English every day. Teaching and learning process is one way to develop English that oriented for achieving certain students' competence should give attention to the students' need.

In Indonesia the first of foreign language target in the school is English language. It's also as the compulsory subject such in Junior High School, Senior High School, and Universities. This is because English is the language for science, technology, and business. In short, English cannot be separated from students' needs.

To provide students with English learning as whole lesson, the teacher has to present all language skills that are identified as listening, speaking, reading, and writing. Listening and reading are parts of receptive skill of language, while speaking and writing are parts of production of language. Then, a person needs mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form.<sup>1</sup>

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<sup>1</sup> Pamela, J. S. Test of English as a Foreign Language. (6th Ed) (New York: Barron's Educational Series Inc, 1991)

Here, writing comes as one of the four basic skills. And the students start learning to communicate through written form as they begin to interact with others at school level. Moreover, writing is one of important English skill. The ability to communicate in writing is also the main goal of teaching English. But, writing sometimes is being the skill which is neglected. It caused writing is a skill that difficult to be mastered. Writing emphasizes on accuracy. The writing aspects such as, spelling, punctuation, grammar, vocabulary, etc, these are important to be required.

Braine & Yoroza also state that the writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way. Writing skill is one of the basic requirements for better academic performance as well as other activities related to writing presentation.<sup>2</sup>

There is rarely a situation in real life in which we do not talk to someone or read something at some point in writing process, before students write, while students are engaged in writing, or after students have written. When students complain, as they often do, about how difficult it is to write, they are talking not only about the difficulty of

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<sup>2</sup> Wu Xiao Juan. *A Study of Students' Assessment in Writing Skills of the English Language* (University Sains Malaysia: International Journal of Instruction, 2013), 2.

“finding” the right words and using the correct grammar but about the difficulty of finding and expressing ideas in a new language.<sup>3</sup>

Creative writing skill activities can change students’ perceptions not merely on writing but also on themselves and the world they live in, lower their anxiety, and develop their writing proficiency, accuracy and personalities.<sup>4</sup> But the fact that the people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language syllabus. There is an additional and very important reason: writing helps the students learn. Writing reinforces the grammatical structures, idioms, and vocabulary that teacher have been teaching their students. And when they write, they necessarily become very involved with new language; the effort to express ideas and the constant use eye, hand, and brain is an unique way to reinforce learning. They often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course.<sup>5</sup>

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<sup>3</sup> Ann Raimes, *Techniques In Teaching Writing* (New York: Oxford University, 1938), 14.

<sup>4</sup> Luu Trong Tuan, *Enhancing EFL Learners’ Writing Skill via Journal Writing* (National University of Ho Chi Minh City : 2010), 83.

<sup>5</sup> Ann Raimes, *Techniques In Teaching Writing* (New York: Oxford University, 1938), 3.



Writing is a powerful instrument of thought. Writing can be defined in a variety of ways.<sup>6</sup> Such as writing composition, in the act of composing. Normally located within a broader English major, Composition specifically focuses on the construction of thoughts and ideas into written words.

A composition is a piece of writing formed by putting together the ideas on a subject. This suggests two important points about writing a composition. And the students tend to think about their ideas and plan of their writing in their minds or on paper before they begin to write. It makes students arrange the sentences easily. It provides the students with an opportunity to demonstrate their ability to organize language material, using their own words and ideas, and to communicate.<sup>7</sup> It means that the teacher gives the opportunity to students to compose the sentences well with their own ideas and words.

The students of Al-Mawaddah boarding school has the rules and the program about language. They use English and Arabic language in their daily conversation every week. The students have many ways to explore their ability. One of them is writing. Therefore, English composition have been taught in Al-Mawaddah boarding school in order to improve the length, organization, and the completeness of students' writing). Some of these strategies relate to the general process

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<sup>6</sup> Richard E. Mayer, Handbook of Research on Learning and Instruction (London: University of California, Santa Barbara : 2005), 32.

<sup>7</sup> JB Heaton, Writing English Language Test (New York: 1988), 137.

of writing, others to the components and organization of specific genres of writing.

When the researcher observed the school, she got more informations about problem were faced by the students in learning English specifically. Those informations were obtained by interviewing the English teacher in the school.

The students of the school got difficulty when the teacher asked them to do the exercise like arrange the sentences and make story. It happened because they did less practice and they were not interest in learning English. As a result, when the students were asked to answer the question of exercise, most of them made error to answer. Besides that, some students cheated their friends' work.

In English composition lesson, the students will enjoy learning English as well as practicing to learn writing. English composition is a lesson that requires the students to work in written form. And to teach this lesson , the teacher gives explaining by media used. The first step is the teacher gives a topic and explain to the students. Then, devided the students into five group. One group consists of four person. Then, each of groups makes a short composition or arrange the sentences or doing the work from teacher. After finishing doing these activities, every group represent the assignment in front of the class. And the teacher will correct it.

Teaching composition is chosen because it can increase the students' writing ability. To overcome those problems maximally, it is important for the teacher to choose a strategy or media of teaching composition in order the students are able to make and arrange the sentences in story form. Therefore, composition lesson taught in the classroom of Al-Mawaddah boarding school, especially for eleventh and twelfth grade.

According to that statement the researcher wants to conduct a research of Teaching Composition at Al-Mawaddah Islamic Girl boarding school.

## **B. Research Focus**

To avoid a far-ranging discussion, this present study was primarily focused as follow:

1. The research will be done for the eleventh grade students of Al-Mawaddah Islamic girl boarding school in academic year 2014/2015.
2. The researcher limits the problem only on the teaching of English composition.

## **C. Statement of the Problem**

Regarding the focus of the study, this research promotes some problems:

1. What kinds of strategies used in teaching composition at Al-Mawaddah Islamic Girl Boarding School?
2. What kinds of media used in teaching composition at Al-Mawaddah Islamic Girl Boarding School?
3. How does the teacher evaluate in teaching composition at Al-Mawaddah Islamic Girl Boarding School?

#### **D. Objective of the Study**

Concerning with the problem statements, this study has some objectives described as follows:

1. To describe the strategies in teaching writing composition.
2. To describe the media using in teaching writing composition.
3. To know the evaluation in teaching writing composition.

#### **E. Significance of the Study**

##### **1. Theoretical Significance**

The result of this research is hoped can give contribution of knowledge to develop teaching and learning process. Besides that, it also supposed can give perspective addition about teaching and learning of English language.

##### **2. Practical Significance**

The result of this study is expected to be beneficial for:

- a. Teachers



Hopefully this research can help the English teacher in teaching English composition during teaching and learning process. And develop the strategy in teaching English, media and assessment of learning.

b. Researcher

The researcher gets new knowledge in teaching writing about the strategy, media and evaluation.

c. Readers

This study is expected to give a contribution to readers, particularly the students of English Department of STAIN Ponorogo, in enriching references concerned with the process how to teach english composition.

## **F. Research Methodology**

### **1. Research Approach**

This research applies qualitative approach. According to Bogdan and Tailor qualitative research is a research that produces the data descriptive from the words and the result from the interviewer researched.<sup>8</sup>

From the statement above qualitative research is a procedure which result descriptive data like written words or words from the people from their action that could be observe. A qualitative research thus refers to the meaning, concept, definition,

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3. <sup>8</sup> Lexy Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Rosda Karya, 2005),

characteristic, symbols, and descriptive of things. It will be explored and made from a social phenomenon or environment that consists of actor, action, place and time.

There are five kinds of qualitative research, grounded theory, biography, phenomenology, ethnography and case study. The purpose of descriptive research is explanation of condition or occurs phenomena.<sup>9</sup>

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, and a 'complex description and interpretation of the problem, and it extends the literature or signals a call for action.<sup>10</sup>

For this case Bogdan and Biklen recommends, the characteristic of qualitative research has the natural setting as the direct source of data and researcher is the key of instrument. The

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<sup>9</sup> Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 1996 edisi revisi III), 243.

<sup>10</sup> John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches* (America: Sage Publications, 2007) 35.

researcher used the qualitative research to described the teaching of English composition at Al-Mawaddah Islamic Girl Boarding School.

## **2. Researcher's Role**

In qualitative research, the researcher's role was very important and acted as a key instrument of data collection and other instrument as receiver. Moleong said, "the characteristic of qualitative research is cannot be separated from participant observation, but the role of research determines the overall scenarios."<sup>11</sup> Thus, qualitative research was not being able to separate from typical participant observation, but the role of researcher determined the overall scenarios.

In this research, the researcher determining instrument, the full participant and the data collector, while the other instrument was a supporter.

## **3. Research Location**

This research will be conducted at Al-Mawaddah Islamic Girl Boarding School Coper Jetis Ponorogo. It was located in Jetis distric Ponorogo regency. The reasons for selecting the school are:

1. Al-Mawaddah boarding school is applying an English Language.

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<sup>11</sup> Ibid, 163.

2. Al-Mawaddah is one of the Senior High School in Ponorogo which teach the composition lesson during for the eleventh grade students.

#### **4. Data Sources**

In a scientific approach, data play an important role, data source is the subject where the data to be found. Data are used to answer the research problems, Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than rely on a single data source. Then the researchers review all of the data and make sense of them, organizing them into categories or themes that cut across all of the data sources.<sup>12</sup>

Data are used to get appropriate methods. And source of data used in this research presented in the following:

- a. Human: including the headmaster, English Teacher, and Students.
- b. Non Human: including document, record, and relevant books.

#### **5. Technique of Data Collection**

A qualitative research had the natural setting. It means that the research data were collected naturally by observing an existing phenomenon and by conducting a verbal communication with the

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<sup>12</sup> John W. Creswell, *Qualitative Inquiry & Research Design Choosing Among Five Approaches* 2<sup>nd</sup> ed, (India: University of Nebraska, 2007), 38.



respondents. Lexy Moleong stated," in the descriptive qualitative research the data collection was in the form of words or pictures rather than numbers. This is caused by the application of qualitative method.<sup>13</sup> The written results of the research contained quotations from the data. The data included interview transcripts, field notes, photographs, or videotapes.

So, technique of data collection that the researcher applies are observation, interview and documentation.

a. Observation

Observation is a great deal of what researcher do in the field is to pay attention, watch, and listen carefully. They use all the senses, noticing what is seen, heard, smelled, tasted, or touched.<sup>14</sup>

The researcher used observation method to get data about the school (Senior High School of Al-Mawaddah) and The teach learning process concern with the applying of strategy, method and evaluation.

b. Interview

Interviews source feel as though they are participating in a conversation or discussion rather than in a formal question and answer situation. However, achieving this

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<sup>13</sup> Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2009), 6.

<sup>14</sup> W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approach* 2<sup>nd</sup> ed. (America: Allyn & Bacon, 2000), 287.

informal style is dependent on careful planning and on skill in conducting the interview. More information on the skills required of the interviewer can be found in the Trent Focus Resource Pack Using Interviews in a research project.<sup>15</sup>

This researcher interviewed the information such as the Head Master, English Teacher and Students at Al-Mawaddah Islamic Girl Boarding School give the real information especially about english composition.

c. Documentation

Documentation is one technique to collecting data that procedure importance script related with the problem of the research, so will be acquired the complete data, valid and does not based an approximation. Documentation is one technique used to obtain the data from documents and written material.

This research using documentation method to get the data about English teacher name, English student's name of the eleventh grade students. Documentation is used to get the history of Al-Mawaddah Islamic Girl Boarding School.

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<sup>15</sup> Beverley Hancock, *An Introduction to Qualitative Research*, (University of Nottingham: Trent Focus Group, 1998), 10.

## 6. Data Analysis

Analysis of data in a research project involves summarizing the mass of data collected and presenting the results in a way that communicates the most important features.<sup>16</sup> “Data analysis is the process systematically searching and arranging the interview transcript, fields notes, and others materials that you accumulate to increases your own understanding of them and to enable you to present what you have discovered two others.<sup>17</sup>

Based on the statement above, data analysis is conducted when the researcher observes the subject of the research or conducts an interview with respondent. Besides that, the data analysis can conducted when the researcher completes the process of collecting data. The stages of interactive analysis applied in this research are presented in the following:

### a. Data Reduction

Data reduction, involves classifying, selecting, simplifying, and transforming the data. In this research, the obtained data through interview, observation, and documentation about the using multimedia in teaching writing would be reduced by selecting the primary data.

### b. Data Display

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<sup>16</sup> Beverley Hancock, *An Introduction to Qualitative Research*, (University of Nottingham: Trent Focus Group, 1998), 16.

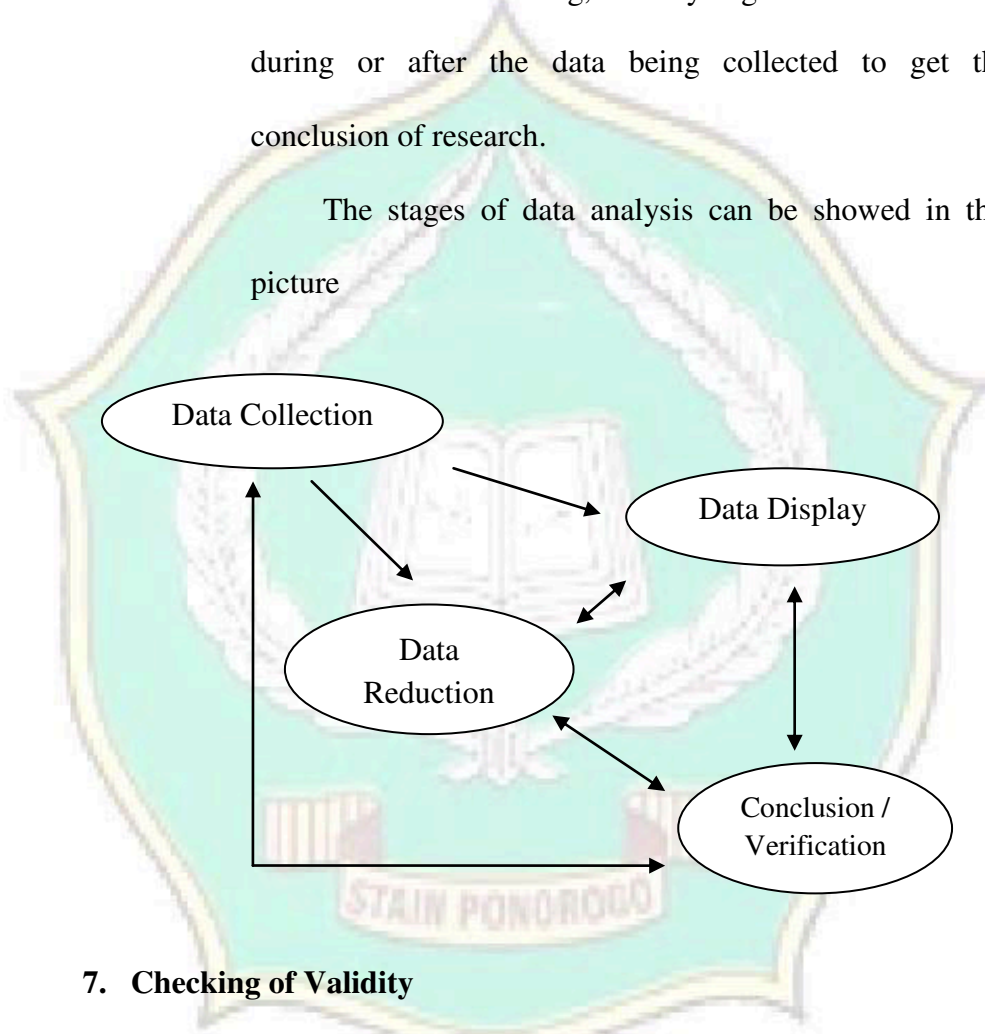
<sup>17</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: Alfabete, 2010), 240.

Data display, is arranging te primary data systematically to make a simple data and meaningful. Therefore, that data would be displayed in narrative form.

c. Concluion Drawing/ verification

Conclusion drawing, is analyzing tha data constantly during or after the data being collected to get the conclusion of research.

The stages of data analysis can be showed in this picture



**7. Checking of Validity**

To get the valid and credible data, this research uses triangulation technique. According William Wireman, “Triangulation is qualitative cross-validation it assesses the sufficiency of the data according to the convergence of multiple data sources of multiple data collection procedures.



Moelong recommends, triangulation is kind of technique of control the data rediability used the other data to controlling needs or as comparison on the data. There are four triangulations as kind of controlling technique to use a source, method, observe and theory.<sup>18</sup>

In this research, this research uses triangulation technique with the data source. It means that the researcher compares and checks the validity of collection information through the different time and tool in the qualitative method.

## **8. Research Procedure**

There are four procedures in this research:

### **a. Planning**

This procedure includes arranging the research plan, choosing, the field of data the research location, organizing permission, observing, preparing instrument, and something that related research ethic.

### **b. Application**

In this procedure involves understanding the research preparation, entering the field, and interact with the subject while collection data.

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<sup>18</sup> Lexy Meolong, Metode Penelitian Qualitative, 178.

c. The procedure of data analysis

It includes analyzing data, observing the student's teacher in teaching of writing composition process, analysis on hypothesis.

d. Research report

This research write a report in the form of thesis writing about Teaching Writing Composition at Al-Mawaddah Boarding School.

### **G. Organization of the Thesis**

Thesis organization has a function to make easier the reader to understand this research. This thesis consists of five chapters, each is discussed briefly as follow:

First chapter is introduction. This function to give description about background of the study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology, and organization of the thesis.

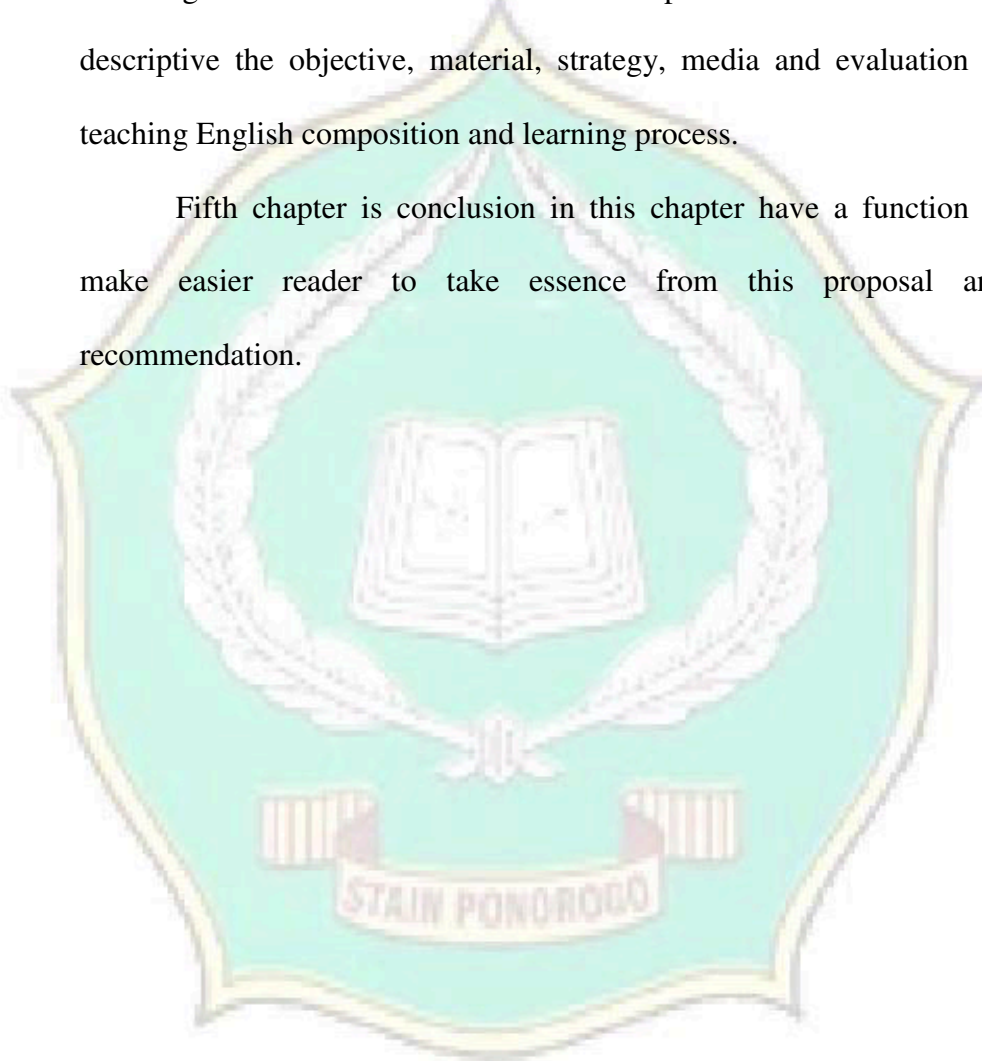
Second chapter is theoretical analysis. This function to read phenomenom that will be presented in chapter III. This researcher will be study discuss about an teaching English composition which cover strategy, media, and assessment in teaching and learning English composition process.

Third chapter is description the data about descriptive study in teaching English composition at Al-Mawaddah Islamic Girl Boarding

School in academic year 2014/2015 to overlade general description and data description.

Fourth chapter is descriptive study in teaching English composition at eleventh grade students at Al-Mawaddah Islamic Girl Boarding School have a function to explain the result finding, descriptive the objective, material, strategy, media and evaluation in teaching English composition and learning process.

Fifth chapter is conclusion in this chapter have a function to make easier reader to take essence from this proposal and recommendation.



## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### A. Teaching Writing

##### 1. Definition of Teaching

Teaching is one of educative activities. Teaching is manner or ways to help someone to learn about something. Brown states, “Teaching is guiding facilitating learning, enabling the learner to learn, setting the conditions to learning.”<sup>19</sup> In another hand, it can defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand.

It means that teaching is an effort done by the teacher to guide and facilitate students to acquire knowledge. In this case, teaching can be guided for learning means activity between teacher and students. Then, giving some material and using media in teaching will give students motivation in enjoy learning.

There is assumption that teaching is a process of transforming knowledge to students. Teaching is an activity of helping students how to learn the subject matter and guiding them to understand new knowledge. For this case, the teacher has to give students a opportunity to construct new knowledge. Students must be involved in the teaching

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<sup>19</sup> H. Douglas Brown, *Participles of Language Learning and Teaching*, Fourth Edition (San Fransisco: Longman, 2000), 7.



process of helping students to understand new knowledge that they have never experienced and to achieve the better understanding of it.

According to Hasibun and Mujiano, teaching is creating a surrounding system that make possible in learning process. This system includes component of influences each others. They are instructional goal, the subject of teaching, teacher and the students.<sup>20</sup>

Based on the definition above, it can be concluded that teaching is one of aspects of education has an activity which is done by teacher determined, philosophy of education, teaching style, approach method, techniques. The teacher also obliged to motivate the students to inquired and change skills, attitude and knowledge uses all of them. Strategy, media and evaluation at the final project must be prepared well to achieve the target language and curriculum development.

Moreover, Raph W. Tyler in the book “Basic Principles of Curriculum and Instruction” the component of curriculum is objectives, content of material, teaching and learning process, and evaluation.<sup>21</sup> In here, the component of teaching writing as follow the objective, selecting the material, media and the evaluation in teaching writing.

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<sup>20</sup> Wijasih, The Influence of English Remedial Teaching Toward Students English Achievement Second Year at SMPN 1 Bungkal Ponorogo, (Thesis: UNMUH Ponorogo, 2004), 7.

<sup>21</sup> Nasution, S, Asas-Asas Kurikulum, (Jakarta: Bumi Aksara, 1995), 17-18.

## 2. The Objectives of Teaching Writing

According to Brown objectives will be defined here as specific statements that describe the particular knowledge, behaviors, and skills that the learner will be expected to know or perform at the end of a course or program. Direct assessment of objectives at the end of a course will provide evidence that the instructional objectives and by extension the program goals, have been achieved or have not been achieved.<sup>22</sup>

Educational objectives of the curriculum of each unit must achieve national education goals, as stipulated in the law 2 of 1989 concerning the national education system. This objective is categorized as general purpose. The purpose is meant here is the goal set eye subjects. Each subject has different objectives to be achieved, both general purpose and special purpose can then be established or planned subject matter.<sup>23</sup>

An objective of the curriculum also includes teaching process. Teaching objectives suggested by Mager focused on students behavior or acts as a type of output contained in the student, which can be observed and indicates that the student has learning activities.<sup>24</sup>

Olivia state that an instructional objective is a statement of performance to be demonstrated by each student in the class, derived

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<sup>22</sup>Brown, James Dean, *The Element of Language Curriculum*, (America: An International Thomson Publishing Company: 1995), 35.

<sup>23</sup> Oemar Hamalik, *Kurikulum dan Pembelajaran*, ( Jakarta: Bumi Aksara, 2010), 24-25.

<sup>24</sup> Oemar Hamalik, *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*, (Jakarta: Bumi Aksara, 2010), 109.

from an instructional goals and phrased in measurable and observable terms instructional objectives are also known as behavioral objectives, performance, or competence.<sup>25</sup> The purpose is the basic for measuring learning outcomes, also used as a basic in determining the content and methods of teaching.<sup>26</sup>

Based on the objective opinions above concluded that, the objective is as specific statements that describe the particular knowledge, behaviors or acts, and skills that the learner will be expected to know the perform at the end of a course in teaching and learning.

### **3. Selecting the Material of Teaching Writing**

Curriculum as learning materials is the most traditional curriculum overview that describes the curriculum as language combinations to form the skeleton of the contents of the material being taught.<sup>27</sup> According to McGrath, materials as all kinds that can be exploited effectively for language learning. As he put it, text materials include those that have been either specifically designed for language learning and teaching (e.g. textbooks, worksheets, computer software); authentic materials (e.g. off-air recordings, newspaper articles) that have been

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<sup>25</sup> Ahmadi, Manajemen Kurikulum: Pendidikan Kecakapan Hidup, (Yogyakarta: Pustaka Ifada. 2013), 148.

<sup>26</sup> Ibid, 110.

<sup>27</sup> Abdullah, Pengembangan Kurikulum dan Praktek, (Yogyakarta: Ar-Ruzzu Media, 2007), 45.

specially selected and exploited for teaching purpose by the classroom teacher, teacher written materials, and learner-generated materials.<sup>28</sup>

A teacher must be careful in selecting content or material and activities to support the development of students' skills. Henson state that content selection begins by choosing topics carefully. The dimension of each topic must be specified. The logic of subject matter chosen dictates the dimensions. Thus each choice must be supported by a rationale. What levels can students of this age master? What topics do they find stimulating? Those questions are essential to all curriculum planning.<sup>29</sup>

In teaching writing, teacher must be select the material that will be taught to the students. Selecting material which can easily the students in learning.

#### **4. The Strategy in Teaching Writing**

##### **a. Definition of Strategy**

In general, the strategy has the sense of a big bow in the line of action to achieve the targets that have been determined. Brown state that strategies are specific methods of approaching a problem task, modes of operation for achieving a particular end, planned designs

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<sup>28</sup> Le Ngoc Hang, An Initial evaluation of the listening materials for first-year English majors at the Faculty of English language Teacher Education, ULIS, VN U as perceived by students and teachers: A needs-based approach, (University of Language and International Studies, 2011), 5.

<sup>29</sup> Ahmadi, Manajemen Kurikulum: Pendidikan Kecakapan Hidup, (Yogyakarta: Pustaka Ifada. 2013), 147.

for controlling and manipulating certain information.<sup>30</sup> Strategy is one of the component curriculum in selecting and organizing learn experience.

According Noeng Muhadjir, the strategy is an arrangement of potential and resources efficiently in order to obtain results as planned. Furthermore, Andrew D. Cohen argued that Language learning are the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language.<sup>31</sup>

Looking at above definition, the writer concludes that learning strategies are still conceptual in nature and used various methods to implement specific learning. In other words, the strategy is “a plan of operation achieving something”.

The general implication of possible mismatches between learners and expatriate teacher is clear. The Anglo-American teacher of Egyptian students could well experienced classroom, insight into culture and learning style highlight the teachers’ need to create a variety of learning activities to cater for the range of style. A closely related orientation to researching learning style has been to

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<sup>30</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* Fourth Edition (San Fransisco: State University, 2000), 113.

<sup>31</sup> Andrew D Cohen, *Strategies in Learning and Using a Second Language*, (New York: Longman, 1999), 68.



investigate the strategies that are used by successful language learners.<sup>32</sup>

Choosing an effective strategy depends on many factors, including the nature of the language task (its structure, purpose, and demands). Individual learners' differences (such as age, gender, learning style preferences, and personality characteristics).

After the range or set strategies have been introduced and practiced, the teacher can further encourage independent strategy use and promote learner autonomy by encouraging learners to take responsibility for the selection, use, and evaluation of the various strategies that they have taught. Peasson and dole's sequence includes:

- 1) Initial modeling of the strategy by the teacher, with direct explanation of the strategy's use and importance.
- 2) Guided practice with the strategy .
- 3) Consolidation where the teachers help the students identify the strategy and decide when it might be used.
- 4) Independent practice with the strategy.
- 5) Application the strategy to new tasks.

The sequence they suggest is the following

- 1) Ask the learners to do language activity without any strategy learning.

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<sup>32</sup> H. H Stern, *Fundamental Concepts of Language Teaching*, (New York: Oxford University Press. Secon Impression, 1984), 11.

- 2) Have them discuss how they did it, praise any useful strategies and self-directed attitudes that they mention and ask them to reflect on how the strategies they selected may have facilitated the learning process.
- 3) Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction and expected benefits, and making sure that the students are aware the rationale for strategy use.
- 4) Allow learners plenty of time to practice the new strategies with language tasks.
- 5) Show how the strategies can be transferred to other tasks.
- 6) Provide practice using the techniques with new tasks and allow learners to make choices about the strategies they will use to complete the language learning tasks.
- 7) Help the students understand how to evaluate the success of their strategy use and to gauge their progress as more responsible and self-directed learners.<sup>33</sup>

#### **b. The Kinds of Strategy in Teaching Writing**

Oxford state that learning strategies are defined by as "operations employed by the learner to aid the acquisition , storage, retrieval, and use of information". This definition is further

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<sup>33</sup> Andrew D. Cohen, *Strategies in Learning and Using a Second Language*, (New York: Longman, 1999), 71-72.

expanded to include "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations".<sup>34</sup>

There are 62 strategies mentioned by Oxford and they are divided into direct and indirect strategies. Here a brief introduction of each group will help explain them.

### 1) **Direct Language Learning Strategies**

The direct strategies are beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language.

- a) Memory strategies, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information.
- b) Cognitive strategies, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means.
- c) Compensation strategies, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.<sup>35</sup>

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<sup>34</sup> Deepak K. Samida, Language learning Strategies (Presentation: Hokaido University, 2001), 1-2.

<sup>35</sup> Susan Bull & Yingxin Ma, Raising Learner Awareness of Language Learning Strategies in Situations of Limited Resources (University of Saskatchewan: Canada), 2.

## 2) Indirect Language Learning Strategies

Indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

- a) Metacognitive strategies allow learners to control their own cognition—that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.
- b) Affective strategies help to regulate emotions, motivations, and attitudes.
- c) Social strategies help students learn through interaction with others.

### c. The Implementation of Teaching Strategy

According to Rowntree the implementation of teaching strategy, namely<sup>36</sup> :

#### 1) Reception/Exposition Learning-Discovery Learning

Reception or Exposition is same meaning, reception viewed to students and exposition to the teacher. In this strategy, all of the material explained to the students in form of written

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<sup>36</sup> Sukmadinata, Nana Syaodih, Pengembangan Kurikulum (Bandung: Rosda Karya, 1997)

and oral the final project. On the contrary, Discovery Learning the material is not delivered at the end, but students are required to undertake a variety of activities such as gathering information, comparing, categorizing, analyzing, organizing and making references. This activity aims to enable students to master the material, can apply the material and be beneficial to the students.

### 2) Rote Learning-Meaningful Learning

In rote learning material presented to students without regard to their meaning. Students can mastery the material by rote. In meaningful learning material presented is also preferred. A meaningful learning if it is connected with the fact, data concepts, propositions, laws and theories held by previous students, thus, the material will easily understand its meaning.

### 3) Group Learning-Individual Learning

Teaching and learning process the students made a group or individual. The weaknesses in group learning is not all of the students study together. Sometimes, smart students mastery in the group and the others do not want think about the material which explained the teacher.

In some of the successful sites, teachers selves have become in-house expert in specific practices which they share with their colleagues. It is important to recognize that while



these strategies are useful, little will be accomplished in implementing them unless there is on going documentation of their results. So, the teacher must be clever in the use of strategy in process of teaching. Because the strategy also determines the ease and difficulty of the child to understand and accept the material presented.

Based on the statement of strategy above can be concluded, that the strategy in teaching is very important to do, because it can be more effective and easy in teaching and learning process in the class. Strategy that used in teaching writing must be suitable with the material that will be taught. By the effective strategy it can make students understandable in learning writing too.

Successful writing can also be looked at the terms of the result of the writer. Teacher use the strategy to easier the students to be a good writer. The writer can be taught effective ways of approaching and managing their writing. These activities seek to involve the writer actively in listening process.

## **5. The Media Used in Teaching Writing**

### **a. Definition of Media**

Media is channel of communication. Derived from Latin word meaning “mediator”, the term refers to anything that carries

information between a source and a receiver. Examples of media are film, television, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry message with an instructional purpose. The purpose of media is to facilitate communication.<sup>37</sup>

According to Gerlan and Ely outline of media is human, material or events that establish conditions that enable the pupils to acquire knowledge, skills, or attitudes.<sup>38</sup> The definitions explaining that teacher, books, and school as a media. More specifically, the notion of media in teaching and learning tends to be interpreted as graphical tools, photographic, or electronic capture, process, and reconstruct visual or verbal information.

Media is something that is channeling messages and can stimulate the thoughts, feelings, and the willingness of students, so as to facilitate the process of learning. Creative use of media will make students want to learn better and can improve the performance of in accordance with the objectives to be achieved.<sup>39</sup>

Teaching media is any form of incentive and tools provided teachers to encourage students to learn. In teaching process the teacher adjust the strategy wite the material as well as the media

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<sup>37</sup> Robert Heinich, Michael Molenda, James D Russel, Sharon. E, Instructional Media and Technologies for Learning 7<sup>th</sup> Ed, (New Jersey: Upper Saddle River, 2002), 10.

<sup>38</sup> Azhar Arsyad, Media Pembelajaran (Jakarta: PT Raja Grafindo, 2011), 3.

<sup>39</sup> Usman, M Basyiruddin Asnawari, Media Pembelajaran, (Jakarta: ('iputat pers, 2002). 11

which used must be suitable with the material. So, the students will be easy to understand the meaning of material.

Based on the statements above, media as a intermediary between the material that will be delivered of sender to the receiver. The media that used in teaching listening as a picture, audio, computer, book, etc. between the material, strategy and media must be adapted to facilitate the students in learning listening.

#### **b. Classifications of media**

Instructional media are classified based on the purpose and characteristics of the type of media usage. By schramm, classified media into media complex, costly and simple media. Media are also grouped according to ability of the coverage are.

- 1) Broad coverage and simultaneously, such as television, radio, and facsimile,
- 2) Coverage is limited to the room, such as film, video, slides, posters, audio tape.
- 3) Media for individual learning, such as books, modules, course of study with a computer and a telephone

Media refers to forms of communication and how knowledge is represented. For instance the media, human contact, text, audio, video, and computing have their distinctive ways of organization and presentation through varying formats or styles. These media

carry messages, facilitate interactions, and therefore, self learning. However, these media also need to be carried through appropriate technologies and each medium can be carried by more than one technology.<sup>40</sup>

According to Gagne, media grouping to seven namely: the object to be demonstrated, oral communication, print pictures, still images, motion graphics, film voiced and machine learning.<sup>41</sup>

Media is classified in some deviation, so that the teacher appropriate the material with the media will be used in teaching to easier the process of teaching and learning. Each media is used based on the purpose and usefulness.

### **c. Selecting of Media**

Media is one means to improve the teaching and learning activities. Because of the diversity of media, each medium has different characteristics. It is necessary to choose carefully and appropriate media to be used. Effective learning requires good planning, media to be used in the learning process that also requires good planning.

There are several things that must be considered in choosing the media, among others; the learning objectives to be achieved, accuracy, conditions of students, availability of hardware and

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<sup>40</sup> <http://webserver.ignou.ac.in/institute/handbook7/Section%201.pdf>.

<sup>41</sup> Usman, M. Basyiruddin-Asnawir, Media Pembelajaran (Jakarta: Ciputat Pers, 2002), 31.

software, technical quality and cost. Therefore, some things need to be considered in the selection of media, namely<sup>42</sup>:

- 1) Media selected should be consistent and support the learning objectives that have been applied.
- 2) Matter into consideration aspects that are important in choosing the media.
- 3) Media selection adapted to the conditions of the students.
- 4) Media availability at school .
- 5) Media used should also be able to explain the material presented so that students can understand, and
- 6) Costs must also be balanced with the use of the media in order to achieve the desired results.

A systematic plan for using media certainly demands that media be selected systematically in first place. The selection process will be presented two stages: Choosing an appropriate media format and selecting, modifying, or designing specific materials within than format.<sup>43</sup>

Many kinds of media, so that teacher should not use all of the existing media in teaching activities. Teacher also need to select the media that will be used in teaching appropriate with the materials and media that will be needed.

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<sup>42</sup> Ibid

<sup>43</sup> Robert Heinich, Michael Molenda, James D Russel, Sharon. E, Instructional Media and Technologies for Learning 7<sup>th</sup> Ed, (New Jersey: Upper Saddle River, 2002),, 45.



## **6. The Evaluation of Teaching Writing**

### **a. The Definition of Evaluation**

Evaluation is the last component of curriculum. Curriculum evaluation is concerned with answering questions such as these. It focus on collecting information about different aspects of a language program in order to understand how the program works, and how successfully it works, enabling different kinds of decisions to be made about the program, such as whether the program responds to learners' needs, whether further teacher training is required for teachers working in the program or whether students are learning difficulty from it.<sup>44</sup>

Evaluation is intended to assess the achievement of the objectives that have been determined to teach and assess the implementation process as a whole. Each activity will provide feedback, as well as the achievement of learning objectives and implementation process of teaching. Feedback is used to hold a variety of business improvement for both the determination and formulation of teaching objectives, determining the sequence of instructional materials, teaching strategies and media.<sup>45</sup>

The meaning of the evaluation itself according to Stuff le Beam evaluation is as an activity that is part of the management.

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<sup>44</sup> Richard, Jack C, Curriculum Development in Language Teaching, (America: Cambridge University Press, 2001), 286.

<sup>45</sup> Sukmadinata, Nana Syaodih, Pengembangan Kurikulum (Bandung: Rosda Karya, 1997), 110-111.

Therefore, the evaluation aims to formulate what to do, collecting information and present information that is useful to alternative define of decisions.<sup>46</sup>

The conclusions of the definitions above, evaluation is the final activity of teaching and learning process. Evaluation is very important to do. Because, to know the effective of teaching and learning process. Teacher be able to change the strategy or media in teaching process, if the result of evaluation is not maximally.

#### **b. The Purpose of Evaluation**

Weir and Roberts distinguish between two major purposes for language program evaluation they are program accountability and program development. Accountability refers to the extent to which those involved in a program are answerable for the quality of their work. Development oriented evaluation, by contrast, is designed to improve the quality of a program as it is being implemented.<sup>47</sup>

The different purposes for evaluation are referred two categories, namely:

- 1) Formative Evaluation

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<sup>46</sup> Hasan, Hamid, Evaluasi Kurikulum, (Bandung: PT Remaja Rosda Karya, 2008), 37.

<sup>47</sup> Richard, Jack C, Curriculum Development in Language Teaching, (America: Cambridge University Press, 2001), 288.

Formative evaluation is used for the improvement and development of ongoing activities.<sup>48</sup> To know the progress, development and student success, after experiencing or learning activity for a certain period. Evaluation results obtained it can then be used to improve student learning and to fill report or graduation certificate.

Evaluation may be carried out as part of the process of program development in order to find out what is working well, and what is not, and what problems need to be addressed. It focuses ongoing development and improvement of the program.

## 2) Summative Evaluation

This evaluation is type of evaluation with which most teachers and program administrators are familiar and which seeks to make decisions about the worth or value of different aspects of the curriculum. In order to decide if a course is effective, criteria for effectiveness need to be identified. There are many different purposes. For example: mastery of objective, performance of test, measure of acceptability, retention rate or reenrollment rate, and efficiency of the course. This entire is example of different approaches to determine program effectiveness.

Based on the definition above, concluded that evaluation is two versions that is evaluation at the time teaching process and the

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<sup>48</sup> Farida Tusuf Tayibnapis, *Evaluasi Program dan Instrument Evaluasi* (Jakarta: PT. Rineka Cipta, 2008), 4.

last activities of teaching learning process. Teacher must be done the evaluation to the students and teacher itself.

## **B. Writing Skill**

### **1. Definition of Writing**

One of the skills in English teaching is writing. Writing skills can be defined as a skill of communicating ideas through written symbols by organizing the ideas based on the rules of language system to convey meaning so that others can understand the message of the writer. According to Manggie Sokolik as quoted by David Nunan, “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.”<sup>49</sup>

Hedge state that writing is a process. In fact, it is a complex process with a member of operations going on simultaneously. Moreover, some writers seem to have a much better understanding of how to make the process work effectively for them and consequently produce more successful pieces of writing.”<sup>50</sup> From the statement above writing is a process which involved complex activities and fundamental towards education system going on simultaneously to produce successful piece of writing.

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<sup>49</sup> David Nunan, *Practical English Language Teaching* (New York: The McCraw-Hill companies, 2003), 88.

<sup>50</sup> Tricia Hedge, *Writing* (New York: Oxford University Press, 1998), 19.

According to David Palmer, specific skills attached to writing under five heading.<sup>51</sup>

a. Graphical or visual skills.

Visual skills include: writing graphemes (letter of the alphabet), spelling, punctuation and capitalization, and format.

b. Grammatical skills.

This refers to students' ability to use successfully variety of sentence patterns and constructions.

c. Expressive or stylistic

This refers to the students' ability to express precise meanings in a variety of styles or registers.

d. Rhetorical skills.

This is the students' ability to use linguistic cohesion devices-connectives, reference word, ellipsis-in order to link parts of text into logically related sequences.

e. Organizational skills.

This is organization of pieces of information into paragraphs and texts. This involves the sequencing of ideas as well as the ability to reject irrelevant information and summarize relevant point.

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides

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<sup>51</sup>David Palmer, "Writing Skill," in *At The Chalkface, Practical Technique in Language Teaching*, ed. Alan Matthews, Mary Spratt, Les Dangerfield (Britain: Edward Arnold, 1985), 69.



an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself.<sup>52</sup>

## 2. The Stages of Writing Process

Writing is a series of related texts that are made by developing ideas. Then, it will be able to do through a process of planning, drafting, revising, and editing. In fact, Jack C. Richards as Krasen quoted states that “Many good writers employ a recursive, non linier approach-writing of draft may be interrupted by more planning, and revision may lead to reformulation with a great deal of recycling to earlier stage.”<sup>53</sup>

According to Richards and Renandya stated, “Process writing as a classroom activity incorporates the four basic writing stages: planning, drafting, revising, and editing”.<sup>54</sup>

### a. Planning

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page

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<sup>52</sup> M.F. Patel & Praveen M. Jain. English Language Teaching (Jaipur: Sunrise Distributor, 2008), 125.

<sup>53</sup> Jack C. Richards, Willy A. Renandya, Methodology In Language Teaching. (USA: Cambridge University Press, 2002), 315.

<sup>54</sup> Ibid, 316.

toward generating tentative ideas and gathering information for writing.

b. Drafting

At the drafting stages, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

c. Revising

Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

d. Editing

At this stage, students are engaged in tidying up their texts as they prepare a final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.

### 3. Component of Writing

A paragraph is generally divided into three main components, they are introductory paragraph, attracting attention, and starting the controlling idea.

#### a. Introductory paragraph

General the purpose of an opening paragraph is to ease the reader into the essay and, in the process, establish your controlling idea.

##### 1) Attracting attention

Norton arrived to begin your introduction with a remark that is likely to arouse interest and curiosity in your reader.

##### 2) Holding attention

Beginning an essay with an abrupt or argumentative statement of your position may turn your reader off.

##### 3) Starting the controlling idea

Besides attracting and holding your readers' attention, the introduction introduces the subject matter of the essay and indicates, through the controlling idea, what will be discussed.

#### b. Body paragraph

##### 1) The topic sentence

The major job of the body paragraphs is to support your essay's controlling idea. They provide reasons, example, or arguments that clarify, expand, or develop its implications.

## 2) Development

Many writers have a great deal of trouble writing well-developed body paragraphs. They often write several short supports, each consisting of a series of generalities.

## 3) Transition

The word "transition" literally means movement from one place to another. In writing, transition means to another smoothly and without abrupt shifts in logic or subject.

## c. Concluding paragraph

Concluding paragraphs of your essays always deserve a lot of thought.<sup>55</sup>

## 4. Purpose of Writing

The writing process is a messy adventure. It does not have a certain formula to follow. Each writer decides for himself the way to write. Whether it is an expository writing, persuasive writing, scientific, expressive, or even creative one, it all depends on the initial purpose of writing.

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<sup>55</sup> Norton & Company, *Basic College Writing* (America: 1978), 105.

Various readers will have different expectations about the format and style of writing presented of them. Their expectations will be based not on personal taste but on their work environment, their academic field, or even their language and culture. But the most important things, that writing we use to:

a. Entertain

Writing that entertains gives the reader something to enjoy.

b. Inform

Writing that provides interesting details and facts to hold an audience's attention. Sharing what you know lets your audience learn about them, too. You can share by writing to inform your audience.

c. Explain

Writing that explains can answer "how to" questions.

d. Persuade

Persuasive writing helps a writer to share opinions, and try to convince a reader to think, or act a certain way.

e. Reflect

Reflective writing tells how you see things around you. Some writers show how a writer feel and thinks.

## 5. Type of Writing

a. Story narrative



A good story entertains the audience. This means that a reader stays interested from the beginning to the end of the story. A favorite character, a special setting, and surprising events make a story fun to read and keep the reader interested.

b. Expository Writing

Expository writing informs the reader. Share information that audience may not already know.

c. Explanatory Writing

Writing that explains rules or gives instructions is called explanatory writing. Sometimes it is called “how-to” writing. It lists the materials, equipment, or ingredients writer need, and then gives each step.

d. Persuasive Writing

Good persuasive writing convinces a reader to think or behave a certain way. This type of writing gives writer a chance to express his/him thoughts and opinions on a topic. The most convincing arguments give facts and reasons to back up the writer’s position.

e. Writing That Compares

Writing that compares tells how things are alike or different. Writer can compare two people, places, things, animals, or ideas.

f. Personal Narrative

A personal narrative is a true story about something you have experienced. This type of writing helps writer reflect-to look back and recall an experience in detail.

## **C. Writing Composition**

### **1. Mechanism of Writing Written Exercises**

Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage.<sup>56</sup>

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself; the teacher will find that the problem 'how much writing?' soon solves itself. The type of writing in which the

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<sup>56</sup> M. F. Patel & Praveen M. Jain, English Language Teaching, (Jaipur: Sunrise Distributor, 2008), 125.

students are engaged will become more sophisticated as they acquire greater facility in the exercise of the other skills.

Mechanics of Writing :

1. Making strokes with proper hand movements. This means to know from where to start a letter and where to end it
2. Write letter of appropriate size and proper Shape. <sup>57</sup>
3. Write letter in words with proper space.
4. Write words in sentence with proper space.
5. Write sentence in paragraph with proper space.
6. Write correct spelling in words.
7. Write capital letters correctly.
8. Write legibly and neatly.

During the first few weeks of teaching English the teacher may write on the black board occasionally, show the flash card of picture with word on it and expect students to read and then only to transcribe them. The teacher may teach the writing in a formal way after a few weeks of oral work. <sup>58</sup>

## **2. Introduce Writing Composition**

In the beginning the teacher must teach every thing by demonstration. It is very necessary that the teacher gives students necessary practice in pattern drawing. The teacher must give

practice in writing script because it is simple and easy. It helps the students to write correct spelling because they have to reproduce the visual image that they get while reading. The teaching of print script is profitable also because it gives less strain to the muscles because effort is not to be made to join letters. But teacher must make it a point to group the letter according to their shape and size if he teaches the alphabet. He must also decide to teach the small letters afterwards.

### **3. Graded Exercises in Written Work**

The teacher may give the following types of exercise after the students have acquired a writing skill to a certain extent:

- a. Transcription of sentence.
- b. Writing sentence from the substitution table.
- c. Forming sentence from disorders words.
- d. Fill in the blanks
- e. Matching parts of sentence.
- f. Changing statement into questions.
- g. Changing sentence into negative and other.
- h. Changing singular in plural and gender change.
- i. Putting capital letter and punctuation marks in a sentence.
- j. Writing answer of simple question.

k. Framing sentence to use particular words.<sup>59</sup>

In the compositions test the student should be presented with a clearly defined problem which motivates them to write. The writing task should be such that it ensures they have something to say and purpose for saying it. They should also have an audience in mind when they write. How often in real-life situations do people begin to write when they have nothing to write, no purpose in writing and no audience in mind. Thus, whenever possible, meaningful situations should be given in composition tests. For example a brief description of a real-life situation might be given when requiring the students to write a letter.<sup>60</sup>

#### **4. Picture Composition**

English Composition occupies a very important place in the learning of English. It is now accepted that students must be given intensive practice in controlled composition and after that only they should be expected to write free composition. Picture composition is one type of guided. The teacher should teach picture composition very carefully because the students have to develop the skill of observation and then only they have to arrange their ideas in proper sequence using correct vocabulary and framing grammatically

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<sup>59</sup> Ibid, 128.

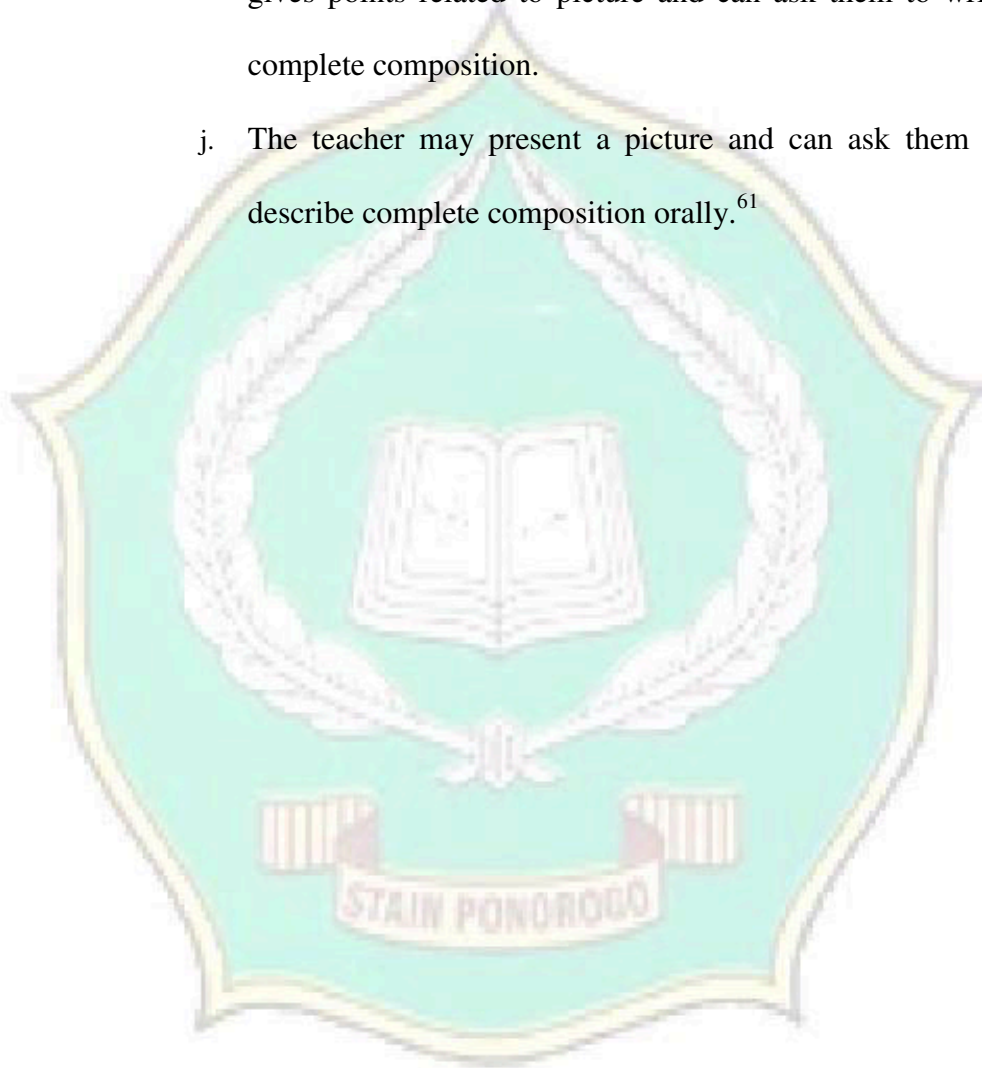
<sup>60</sup> J.B Heaton, Writing English Language Tests (New York: United States of America, 1975), 137.



correct sentences. The teacher may follow the steps while teaching picture composition:

- a. Before coming to composition exercise the teacher should select a picture according to the level of the students. Then he should revise the structure and vocabulary.
- b. The teacher will present a picture before students to observe or he may give a list of word to write paragraph on the picture
- c. The teacher may present structure of words to frame the sentence of the same type using them from the ready list.
- d. Then the teacher may ask students to develop the composition.
- e. The teacher must always present a picture composition and ask students to write the composition in their words.
- f. The teacher can teach picture composition by giving them unarranged sentence and ask them to rearrange the sentence keeping in view the picture presented to make a good composition.
- g. The teacher may present a list of questions in sequence and a picture. Then he may ask students to write answer of question looking the picture.

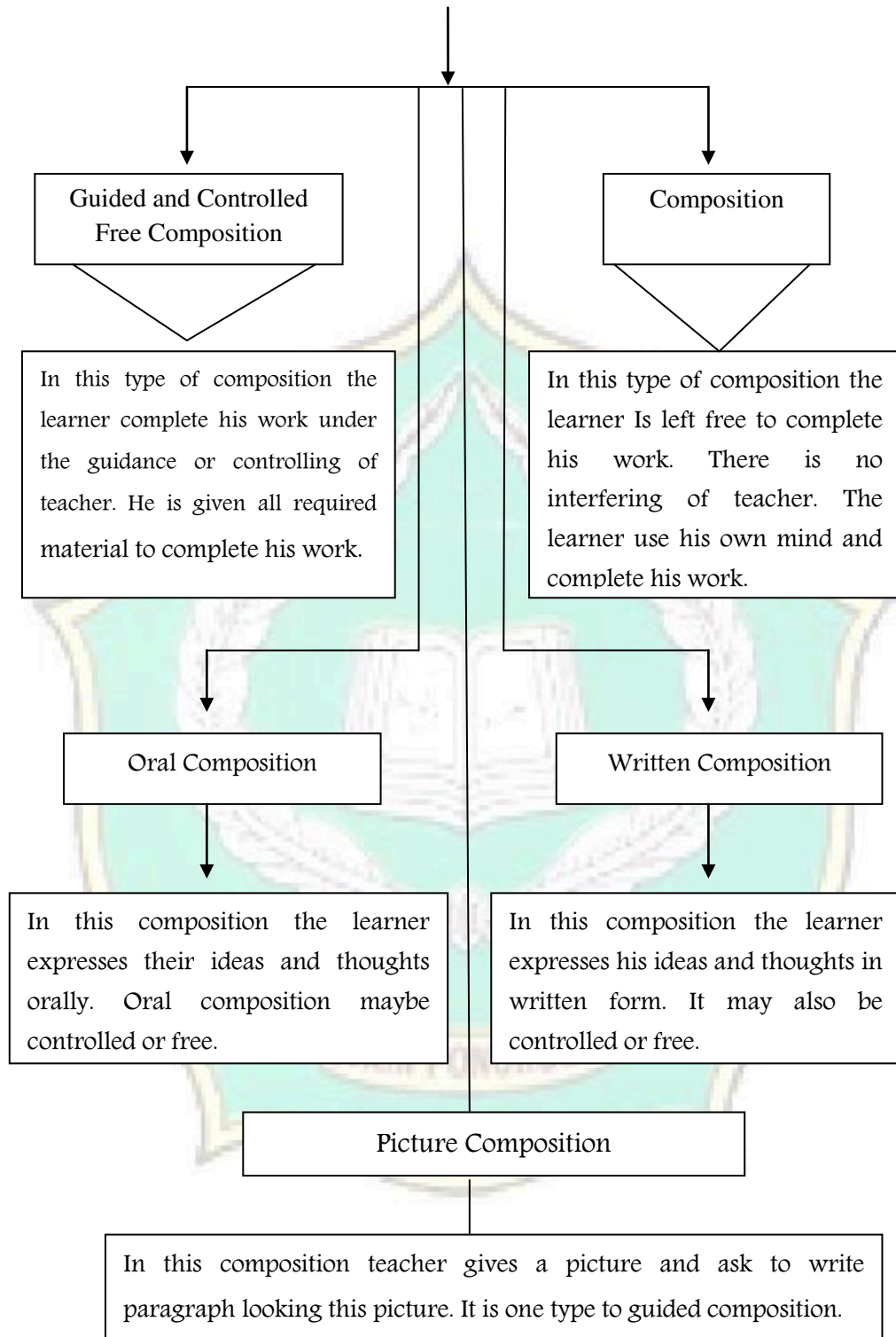
- h. The teacher will present a picture and give complete composition giving blank space and ask the students to fill appropriate word in blank space.
- i. The teacher may present a picture before students and gives points related to picture and can ask them to write complete composition.
- j. The teacher may present a picture and can ask them to describe complete composition orally.<sup>61</sup>



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<sup>61</sup>M. F. Patel & Praveen M. Jain, English Language Teaching, (Jaipur: Sunrise Distributor, 2008), 128 – 129.

# COMPOSITION



### **1. Guided and Controlled Composition :**

In this type of composition, the learners are supplied all necessary structural and lexical items to along with the thoughts and ideas to be expressed. The role of the teacher in this is only a improver and guide. The teacher gives them guidance by way of asking questions, pictures, cues etc. it enable students to work independently under guidance of teacher. It is one of the activities included into supervised study.<sup>62</sup>

### **2. Free Composition :**

This is the composition in which the learners express their ideas freely and without controlling. The language is not used in control manner by the learners. According situation the learners prepare their composition freely. This type of composition develops the ability of "learning through insight". In beginning they need the guidance of teacher but later they use it independently. It is called free composition because at this stage the learners are free to choose their structure and vocabulary and express their own thoughts and ideas on a given topic.

### **3. Oral and Written Composition:**

#### **a. Oral Composition**

In oral composition the learners express their ideas and thoughts orally. The oral composition may be conti"Olled or free.

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<sup>62</sup> Ibid, 130.

In this, composition only the spoken language is used. Learners are prohibited to use pen and pencil. They are to express their thoughts only orally. They can not express their ideas in written form. It is very useful in primary classes of teaching English.

b. **Written Composition:**

In written composition the learners express their ideas and thoughts in written form. The written composition may be also free or controlled. In the written composition only written form of language is accepted. Learners use pen or pencil in written composition. This is also very useful exercise for learning language.

**4. Paragraph Writing**

In this writing the learner are asked to write a paragraph on any topic. In this writing the learner express their thoughts and ideas in his own way. In this writing the learner needs special and specific training to write sentence meaningfully. In the paragraph the lexical and structural items should in proper order. This writing task needs a idea or theme to be expressed in paragraph. Teacher should give interesting topic to the students so that he could make paragraph writing very interesting. The teachers should give only those topics, on which students could write. For example teachers may give these types of topics:

a. **For primary classes:**



My class teacher, My School, My Class room

b. For intermediate class:

The Railway station, The Public Park, The postman

c. For Advanced Classes:

A Visit to a Museum, Do I like tea or Milk, A Visit to A Zoo

## 5. Spelling And Pronunciation Correction Of Written Work

"Language is sound contextualized." When we learn language, listening comes first than speaking. The teacher must give motor training to enable student to write in good manner, speedily and correctly. Dictation is a good training to ear and as well as motor training to the students. There are many advantages of dictation:

- a. It trains students to reproduce in writing what they listen.
- b. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- c. It enables students to understand the part of each sentence and word phrases.
- d. It enables student to write at good reasonably speed.
- e. It enables students to understand spelling and punctuation.
- f. It enables student to write- to use capital letters.
- g. It enables students to develop the habit of listening spoken language and getting used to the sound of system of the English language.

In dictation the teacher speaks the students listen to him and write that in their note book. Dictation exercise in early stage must be planned to help the students to write correctly and also with reasonable speed. It should not be used as the test exercise. It should be given out of the language material which the students have already practiced. If there is any difficulty or unfamiliar words in the paragraph, the teacher should write them on black board.

It is very necessary that the teacher at once corrects the dictation but always not. In that case the teacher must ask the students to exchange their note book with their neighbours and then the teacher should write the words likely to be mis-spelt and ask the students to check the note books they have.

## **6. Setting the composition**

In addition to providing the necessary stimulus and information required for writing, a good topic for a composition determines the register and style to be used in the writing task by presenting the students with a specific situation and context in which to write. Since it is easier to compare different performances when the writing task is determined more exactly, it is possible to obtain a greater degree of reliability in the scoring of compositions based on the specific situations. Furthermore, such composition tests have an excellent backwash effect on the teaching and learning preparatory to the examination.

The difficulty in constructing such compositions arises in the writing of the rubrics. On the hand, if the description of the situation on which the composition is to be based is too long, then the next becomes more of reading comprehension test and there will be no common basis for evaluation. On the other hand, however, sufficient information must be conveyed by the rubric in order to provide a realistic, helpful basis for the composition. It is important, therefore, that exactly the right amount of context be provided in simple language written in concise and lucid manner.<sup>63</sup>

### **C. Previous Research Finding**

This research takes previous research finding to compare and show that there are many ways or technique used in teaching writing. One of them is the previous research from Muntahiyatul Asna by the title Teaching Writing by Using Flash Cards Media to The Tenth Grade Students of MA Wali Songo Madiun. The thesis is about the process of implementation flash card media, the problem during the implementation flash card media in teaching writing, and the ways to solve the problem.

The second research is Salsalatun Nurur Rofiah. The student of English department students of STAIN Ponorogo, conducted the research by the title “Teaching Writing on Descriptive Text by Using

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<sup>63</sup> J.B Heaton, Writing English Language Tests (New York: United States of America, 1975), 137-138.

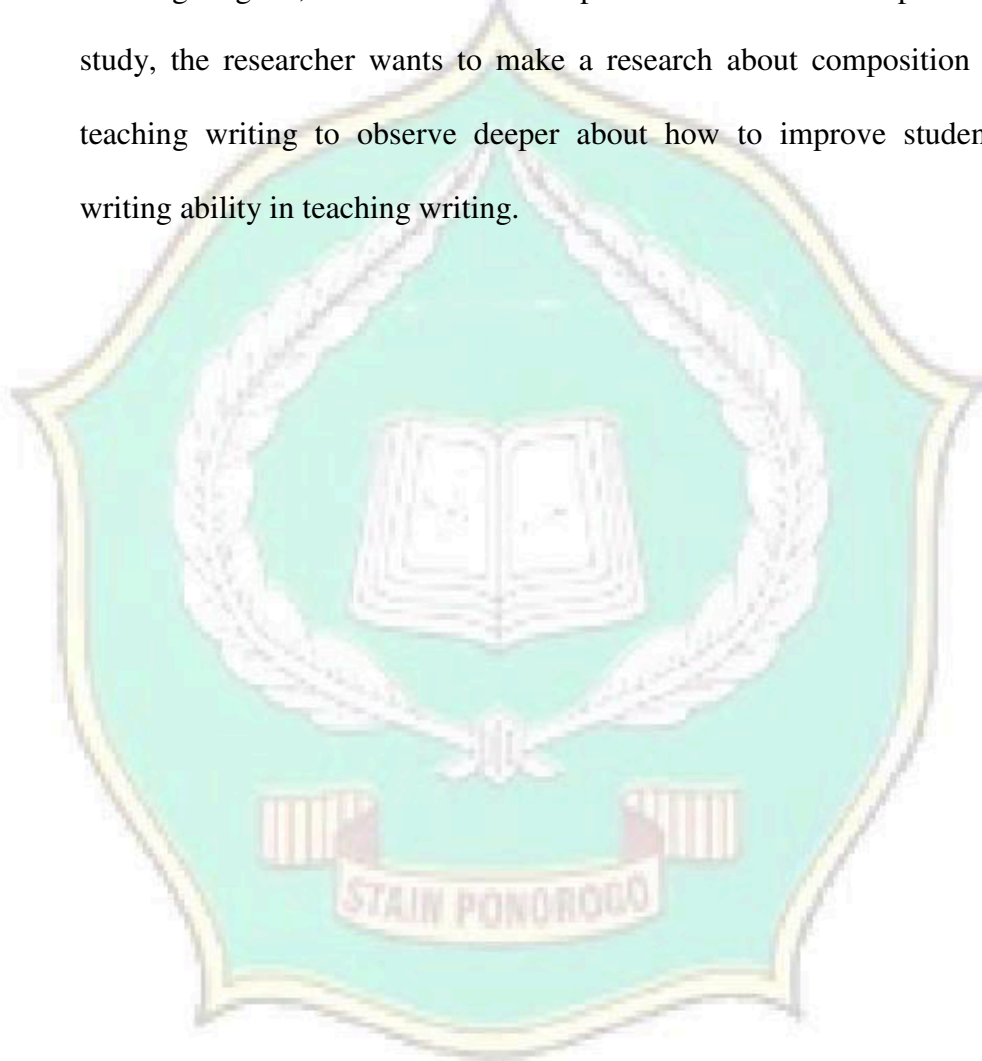
Multimedia to The Eight Grade Students of Smpn 2 Ponorogo in *Academis Year 2013/2014*". In this research research about many media that can be used in teaching English, one of them is multimedia by video. Multimedia in teaching writing on descriptive text to observe deeper about the information and contribution of multimedia in teaching writing on descriptive text.

Based on the statement above, the researcher get conclusion that multimedia by video is cooperative learning strategy, the learning process ran joyfully, and the teacher guide students' learning activities easily. Here, teaching learning process more focus in the media used in it, if there aren't media, the learning process are not run well. And here, based on the previous research finding above, the researcher want to try another technique in increasing students' writing skill by English composition

There are previous related studies, which are related to the writer's present study. The first research is from Arthur Alfonso Dimas, the student of English department students of UNS Surakarta, conducted the research by the title "*Teaching Writing "Descriptive Text"*" for The First Grade of SMP Walisongo Karangmalang Sragen Academic Year 2011/2012". To analyze the data the researcher used descriptive qualitative research method. The research design is active participating observation. The researcher uses some technique for

collecting data. They are observation, interview, and documentation. The data is analyzed by data triangulation technique.

From those researches above we know that we need an writing ability in teaching writing. So, many strategies that can be used in teaching English, one of them is composition. Based on that previous study, the researcher wants to make a research about composition in teaching writing to observe deeper about how to improve students writing ability in teaching writing.





## **CHAPTER III**

### **RESEARCH FINDING**

This chapter presents data description and research findings that have been collected. In this research, collecting of data is conducted using documentation, observation and interview. The documentation is conducted to the data profiles about research location MA Al-Mawaddah Coper Jetis Ponorogo. The observation is conducted by observing the teaching of composition at MA Al-Mawaddah Coper Jetis Ponorogo in academic year 2014/2015. The interview is conducted to the English teacher of eleventh grade students of MA Al-Mawaddah and the students of X Accountancy's 1 grades. The following is the research location and data description that have been collected.

#### **A. Research Location**

##### **1. History of The Establishment of MA Al-Mawaddah Coper Jetis Ponorogo.**

Al-Mawaddah boarding school is department of Islamic education that organized as girl boarding school. This boarding school stands on wakaf land in 9 of Dzul-Qa'dah 1409 H/ 21 of October 1989 as the realization from the idea and aspiration KH Ahmad Sahal as the establisher of Pondok Modern Gontor.

Pondok Gontor Modern establishing in 1926, the students consists of man and girl coming from neighborhood area and carrying together in a school named Tarbiyatul Athfal (TA). In 1936 founded Kuliyyatul Mu'alimin Al-Islamiyah (KMI) as continue from TA. KMI stand after KH Imam Zarkasy finishing the study from Padang.

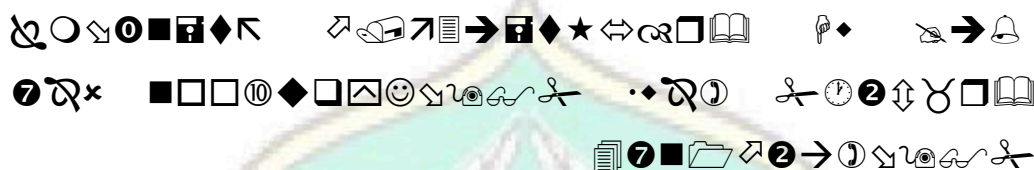
After Pondok Modern Gontor known in public and the students increase they don't accept girl students, but this not stay KH Ahmad Sahal to create education for a girl "The girl boarding must be held, and the location separate from Pondok Modern Gontor".

This boarding school was established by Nenenda Hj. Sutichah Sahal named "*Ma'hadul Mawaddah Al-Islamy Lil Banat*" realization from instruction establisher Pondok Modern Gontor that is KH. Ahmad Sahal than implemented with Nenenda Hj. Sutichah Sahal and their child.

Initially Al-Mawaddah boarding school will be establish in Nglumpang Village Mlarak Ponorogo, but because family reason, and the condition of the land, and also near from Pondok Modern Gontor, finally the boarding school is establish in Coper Jetis Ponorogo.

The aspiration was testament and realization by Nyai Hj. Soetichah Sahal (Mr. KH Ahmad Sahal wife) by founding Pesantren

Putri Al-Mawaddah in 1989, and developed by Al-Arham foundation (akte notaries No. 12 tahun 1989). In 1989 “Pesantren Putri Al-Mawaddah” was established as the name of the boarding school based on Q.S Asy- Syura verse 23.



*Artinya : “Aku tidak meminta kepadamu sesuatu upahpun atas seruanku, kecuali kasih sayang dalam penghargaan”*.<sup>64</sup>

Vision of girl boarding school of Al-Mawaddah: product the musclemen generation to be independent, creative, productive, and quality.

Mission of girl boarding school of Al-Mawaddah is to build a quality young generation in forming al-mar’atus sholihah as a pioneer and leader of the mankind, and alimah shalihah, highly dedicated, skilled, creative, innovative and in depending partnerships (Ukhuwah) in Ridho Allah.<sup>65</sup>

<sup>64</sup> Haramin Asy-Syarifain, *Al-Qur’an dan terjemahnya* (Saudi Arabia: Lembaga Percetakan Al-Qur’an Raja Fahd, 1419), 782.

<sup>65</sup> Imam Zarkasy, *Dikata Khutbatul Ifitah dalam Pelaksanaan Pekan Perkenalan* (Ponorogo: t.p., tt), 8-10.

## 2. Geographical Position

Pesantren putri Al- Mawaddah is located at Jalan Mangga Village District Coper Jetis Ponorogo, South East Side from Ponorogo city (Trenggalek directions in 15 km) or (3 km from Pondok Modern Gontor) south side.<sup>66</sup>

## 3. Curriculum

Curriculum of Pesantren Putri Al-Mawaddah is unification from Pondok Modern Gontor curriculum and Minister of Education (MTsN/MAN). The curriculum team flues and simplify both of curriculum with the purpose looking for efficiency and relevancy the aim of education in Pesantren Putri Al-Mawaddah in forming Al-Mar'atus sholehah which is moral being, physical being, intellectual being, social being, and religious being that hold on to the nature of the character.

In order to implement and achieve the target of curriculum Pondok Modern Gontor and minister of Education systematically based on curriculum team discussion, as follows:

### a. The General Program

Al- Qur'an, Tauhid, Tafsir, Hadits, Tajwid, Muthala'ah, Fiqih, Ushul fiqih, Adyan, Tarjamah, Faro'id, Indonesian Language, PKN, Penjaskes, Economy, and Geography.

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<sup>66</sup> Look at transcript of documentation in appendix : 01/D/ 06-IV/2015

b. The Supporting Program

Arabic Language, Nahwu, Shorof, Balaghoh, Mahfudlot, Imla', Insyah, Khot, English Language, Sociology, Anthropology, Physics, Chemistry, Biology, Mathematic, Indonesian History,, Grammar, Composition, Art.

c. The Special Program

Tarbiyah, Ta'lim Muta'alim, Fiqhun Nisa, Tarikh Islam, Civiltazion History And Memorizing Juz 'Amma.

**4. Extracurriculer**

In this boarding school there are many extracurricular such as drum band, memorizing the Holy Qur'an, theatre, band, photography, making an Islamic calligraphy, dancing, speech, master of ceremony, vocalizing, etc.

The students can choose the extracurricular which appropriate with their interest. This activity held once in a week every Monday afternoon. The students very interest with this activity, because this is the right place to express their idea.

**5. Teacher Situation**

Teacher is figure to be good example for the students. The teacher has to ach as an advisor for the students in developing creativity and self potential motivator that help students raising their



goal and aspiration. Teacher of MA Al-Mawaddah consist of asatidz (school master in married conditional) and ustadzah (lady teacher) from many institutes such as graduated from Pondok Modern Gontor, Pondok Pesantren Wali Songo Ngabrar, ITB Bandung, IPB Bogor, Universitas Brawijaya Malang, STAIN, IAIN, IPD Gontor, UIN, UNEJ, LIPIA, IAIRM Ngabrar and staff dedication from alumni Pesantren Putri Al-Mawaddah.

The Staff of educator in Pesantren Putri Al-Mawaddah accord with the system grouping into two part :

- For MTS level (from I grade to III )39 of teachers.
- For MA level (from IV grade to VI grade) 41 of teachers.

And 70 teachers living in the boarding school as advisor, educator, instructor and student's reference in solving their problems.<sup>67</sup>

## **6. Student Situation**

Students are the one of important component in course of education, situation of the students in MA Al- Mawaddah Coper Jetis Ponorogo in the academic year 2014/2015 as whole reach 318 students consist of 136 students class X, 88 students class XI, and 77 students class XII. As for situation of students of MA AL-

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<sup>67</sup> Look at transcript of documentation in appendix : 02/D/ 06-IV/2015

Mawaddah Coper Jetis Ponorogo according to division of class can be seen in appendix.<sup>68</sup>

## 7. Facilities and Basic Facilities

To support the making up of education quality and explore educative of students in MA AL-Mawaddah Coper Jetis Ponorogo it is needed the existence of educate education facilities and basic facilities.

As for facilities and basic facilities in MA AL-Mawaddah Coper Jetis Ponorogo are presented in the form of table. It is conducted to make the effective data.<sup>69</sup>

Table 1.1

Medium and Infrastructure of MA AL-Mawaddah Coper Jetis Ponorogo

No	Room's Name	Number
1	Classroom	34
2	Headmater Room	1
3	Teachers Room	1
4	Administrator Office	1
5	Library	1
6	Computer Laboratory	1
7	Science Laboratory	1

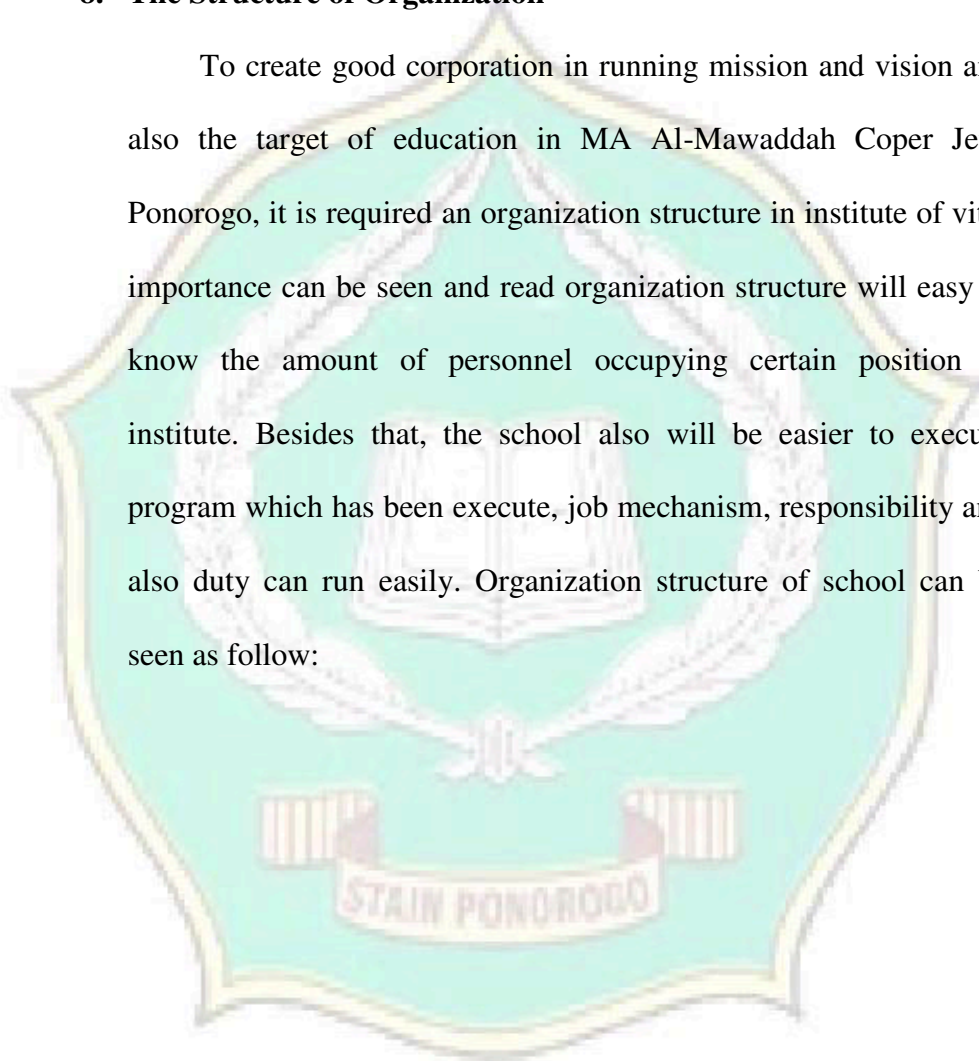
<sup>68</sup> Look at transcript of documentation in appendix : 03/D/ 06-IV/2015

<sup>69</sup> Look at transcript of documentation in appendix : 08/D/ 06-IV/2015

8	Language Laboratory	1
9	Canteen	1
10	Guest Reception Office	1

## 8. The Structure of Organization

To create good corporation in running mission and vision and also the target of education in MA Al-Mawaddah Coper Jetis Ponorogo, it is required an organization structure in institute of vital importance can be seen and read organization structure will easy to know the amount of personnel occupying certain position in institute. Besides that, the school also will be easier to execute program which has been execute, job mechanism, responsibility and also duty can run easily. Organization structure of school can be seen as follow:



## **B. Data Description**

### **1. The Strategy Used in Teaching English Composition**

Strategy is important in teaching and learning process. It is to convey the subject matter as a learning experience to students. The teacher will produce the good result with a good strategy. Moreover, a good teacher always improves an effective strategy of teaching process. The strategy is needed to improve the students English composition ability. The teacher has variety of ways in teaching English composition, so that the students can writw composition correctly.

The application of strategy in teaching English composition appropriate with teacher action in the class.. The result of interview with Mrs. Nuryati on March, 21<sup>th</sup> 2015 as follow :

“The teaching writing of English composition is one of skills in English lesson. In teaching English composition there are some component done by the teacher, such as strategy, media and evaluation. The strategy is needed to make the process of teaching English composition clearly. Because some students getting bored soon.”<sup>70</sup>

In addition, the result of interview with Mrs. Nuryati as English teacher states that:

“Teaching English composition at eleventh grade students of Al-Mawaddah Islamic Girl Boarding School must be attractive, because at eleventh grade student’s English ability is enough. Besides that, the materials of English composition given by teacher make students getting bored soon and they do not understand about it. So, many alternative in teaching English composition is using different strategy in twice

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<sup>70</sup> Look in transcript of interview in appendix: 01/1-W/F-1/24-3/2015

meeting. In teaching English composition process the strategies that are used as Cooperative Integrated Reading and Composition (CIRC) and PPP (Presentation, Practice, and Product). But, usually I use CIRC strategy.”<sup>71</sup>

Based on interview with English teacher at Al-Mawaddah Islamic Girl Boarding School that the strategy in teaching English composition is very important. There are some problem faced by the students in learning English composition, for example students getting bored easily in learning English composition, and some students dislike English lesson. So, the strategy as an alternative way to solve the problems. And the strategy is also the way to make the process of teaching and learning become active, interest and enjoy.

Furthermore, Mrs. Nuryati states that:

“Originally, I use the CIRC strategy in teaching English composition. CIRC here, I can give students new dimension in studying writing. Sometimes I ask the students to make a composition according to their situation. Because the students can explore their ideas or their feeling without choosing many topic. I choose a good strategy to get the goals of study and make them more active in learning process, especially composition lesson.”<sup>72</sup>

Moreover, Nibras Maryati as the eleventh grade students states that:

“.....Originally, in teaching English composition the teacher performs the steps are divides the students into a group, one group consist of four students. And the teacher gives one topic or title and asks the students to make a composition based on the material or topic that have given

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<sup>71</sup> Look in transcript of interview in appendix: 02/2-W/F-1/20-3/2015

<sup>72</sup> Look in transcript of interview in appendix: 02/2-W/F-1/20-3/2015



by teacher. Then the composition will be presented in front of the class.<sup>73</sup>

In addition, Intan Suhartina states that:

“English teacher using Cooperative Integrated Reading and Composition (CIRC) strategy in teaching English composition. The teacher gives one topic and asks all students to write a short story and explore their idea based on the topic by group. One group consists of four students. Then every group present the composition in front of the class. Usually the teacher gives an title of composition based on our heart or based on the activity of boarding happen. It is more easy for us to explore the sentences.”<sup>74</sup>

Cooperative Integrated Reading and Composition (CIRC) is one of the strategies in teaching writing. The implementation in the class were before beginning lesson the teacher divides the students into a group, one group consist of four students. And the teacher gives the material or one topic, then the students make an English composition based on the topic. The last activities, the result of composition will be presented in front of the class every group.<sup>75</sup>

In addition, the others strategy in teaching English composition is PPP (Presentation, Practice, and Product). The result of interview with Mrs. Nuryati states that:

“PPP (Presentation, Practice, and Product) is one of strategies in teaching English composition. First, I explain the material, then students listen what I explained and than I give an assignment or some test based on the material. After that, I ask one by one of group to present the assignment in front of the class. The end of teaching learning process, the teacher gives some picture in the slide and ask them to make one sentence based on the picture. Although,

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<sup>73</sup> Look at transcript of interview in appendix: 09/7-1/F-1/15-IV/2015

<sup>74</sup> Look at transcript of interview in appendix: 08/6-1/F-1/7-IV/2015

<sup>75</sup> Look at transcript of observation in appendix: 01/O/F-1/10-IV2015

sometimes students made a long time in making sentence, I want maximize the students mark of English composition lesson.”<sup>76</sup>

In the teaching of English composition activities teacher uses PPP (Presentation, Practice, and Production) strategy. The process of using PPP strategy as follow: First, the teacher explain the topic that will be discussed, competency will get done, and the purpose of teaching and learning English composition. Second, students listen the teacher explanation of material. Then, the teacher gives a question and asks them to do the exercise. After that, students perform their work in a group. The last, teacher assess the students performance and make a conclusion from the material that has been taught.<sup>77</sup>

Mrs. Nuryati adds that the dominant strategy used in teaching English composition are Cooperative Integrated Reading and Composition (CIRC) and PPP (Presentation, Practice, and Product). By Cooperative Integrated Reading and Composition (CIRC) strategy, the students are encouraged to be able to explain the other students, they can issues their ideas spontaneously and freely. Students are trained to be able to cooperate and respect the opinions of others. Then, by the PPP strategy students learn to make a good paragraph and sentence.

Based on the result of interview and observation, teacher always uses various strategy in teaching process. The purpose of this way to

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<sup>76</sup> Look in transcript of interview in appendix: 02/2-W/F-1/24-3/2015

<sup>77</sup> Look in transcript of observation in appendix: 02/O/F3/30-IV/2015

make the students easy in learning English composition, interesting and comfortable. All of this was done that the teaching and learning English composition more effective. The use of strategies can help the teaching and learning English composition process. It is to assist students, so they can write the English story easily and understand about the vocabulary, grammar, etc.

## **2. The Media Used in Teaching English Composition at Eleventh Grade Students of Al-Mawaddah Islamic Girl Boarding School**

The media carried of information between a source and receiver. In the teaching process, the media is used to stimulate the students' feeling, thought, and attention. The media also used to bridge the subject matter and the students. Sometimes, the teacher develop media in teaching process to make students' interested and get more attention in learning English. And Al-Mawaddah Islamic Girl Boarding School has media in learning English composition.

The result of interview with Mrs. Nuryati about the media used in teaching English composition at eleventh grade students at Al-Mawaddah Islamic Girl Boarding School, as follow:

“Usually, in teaching English composition I use the guidebook, laptop and projector. The teaching of English composition activities just in the class. It is used in students learning every day. Because, each class has complete facilities.”<sup>78</sup>

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<sup>78</sup> Look at transcript of interview in appendix: 01/1-1/F-1/21-3/2015

Besides that, the interview of media with Amadda Ilmi eleventh grade student at Al-Mawaddah Islamic Girl Boarding School as follow:

“.....by the media, I feel happy to follow the learning process. By the slide show and colourfull it make me interest to learning English composition. Moreover, the teacher teaches English composition by using media as video and picture. For example, the teacher plays a video and asks the students to make an English composition based on the story of video. In addition, the teacher uses picture slide when gives the topic of composition. It makes me interesting, enjoying and easy to understand about the English composition lesson.”<sup>79</sup>

In addition, Kholida Antun Firdausi state that:

“.....English teacher is using the guidebook and slide show in teaching English composition. In teaching English composition the teacher combines the media. For example, the guidebook combine the slide show to explain the material.”<sup>80</sup>

Based on the result of interview above, the media in teaching English composition are laptop, projector and guidebook. Moreover the video, picture, audio and slide show are used too.

The researcher observe the teaching and learning English composition process. Before learning English composition activities the teacher gives introduction about the lesson that will be discussed and prepare to switch on laptop, LCD and projector. Because she will bring the students to understand the material with the slide show (PPT). On the slide show are a picture, colorful, and the

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<sup>79</sup> Look in transcript of interview in appendix: 07/7-W/F-1/7-IV/2015

<sup>80</sup> Look in transcript of interview in appendix: 08/8-W/F-1/7-IV/2015



sound. During the class, the students look enjoy and silent by the composition material.<sup>81</sup>

Researcher also found in observation that teacher makes an effective interaction with the media. For example teacher explaining the composition material based on guidebook, slide show, picture, video and the others. The students look interest, enjoy and comfortable. It makes the students understand the material and develop their English composition ability.<sup>82</sup>

This reason is approved by the interview and observation above. The using of media in teaching English composition will make the teacher easy in teaching process and students interest, enjoy and understand in learning English composition.

### **3. Evaluation in Teaching English Composition at Eleventh Grade Students of Al-Mawaddah Islamic Girl Boarding School**

Evaluation as a tool to measure the students achievement in teaching English composition. Evaluation is conducted in the last of English composition activities, but sometimes teacher evaluates during in teaching process. The goal of this evaluation is to determine how far the English composition ability of the students during the lesson.

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<sup>81</sup> Look in transcript of observation in appendix: 03/O/F3/30-IV/2015

<sup>82</sup> Look in transcript of observation in appendix: 04/O/F3/29-IV/2015



The result of interview with Mrs. Umi Masamah as a chief of curriculum is as follow:

“English composition is one of subjects in English. This lesson is to develop students skills in English. English assessment is follows the students’ abilities. Especially in English composition lesson, each student is required to be able to write the English composition properly the material that has been given. Teacher evaluation is using written test.”<sup>83</sup>

In addition, based on the result of interview with Mrs. Nuryati is as follow:

“In English composition evaluation I give students’ assessment. English composition is using written individual performance, usually I combine with the speaking. Firstly, I give the question based on the material, then I ask them to make the example or composition of the text. In the last activities the students performances in front of the class to present their text.”<sup>84</sup>

On the other hand, the teacher evaluate the students in learning English composition by using the picture or giving a topic. The procedure are students describe by making a composition based on the picture that have been show or give one title to students for making an English composition systematically. Moreover, evaluation also follows the students’ abilities in written form.”<sup>85</sup>

Moreover, Ayum Candra and Fara Mulka as the eleventh grade students at Al-Mawaddah Islamic Girl Boarding School have same statement about the evaluation in teaching and English composition, as follow:

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<sup>83</sup> Look in transcript of interview in appendix: 03/3- I/F-1/31-3/2015

<sup>84</sup> Look in transcript of interview in appendix:04/3-1/F-1/5-IV/2015

<sup>85</sup> Look in transcript of observation in appendix:05/O/F3/10-IV/2015

“The last of teaching and learning process is evaluation. Usually, teacher give the written test. We are feel happy when the teacher give a topic based on our duty. Because we can explore our ideas freely. The evaluation will be different when the teacher give them a special topic. Students feel difficult to make a sentences and vocabulary in English. But, the purposes of composition evaluation are to measure the student’s ability in writing and to know students level in understanding the material.”<sup>86</sup>

The teaching and learning process needs to be evaluated.

The students evaluation in learning English composition is individually. Evaluation is conducted to determine the result of learning process. In this evaluation the teacher give evaluation in the form of writing tasks. The answer sheet distribute to the students individually. Every students will get the English composition evaluation and the score of result.<sup>87</sup>

Furthermore, Mrs. Nuryati states that:

“The evaluation of teaching English composition In Al-Mawaddah Boarding School is conducted in the middle year and the end of year. It is called middle examination and final examination.”

Al-Mawaddah Boarding School has evaluation program for all students. They are middle examination and final examination. The purposes of composition examination are to measure the student’s ability in writing and students understanding the material.

Supported by the curriculum of Al-Mawaddah Islamic Girl Boarding School explains that the scoring of system is using

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<sup>86</sup> Look in transcript of interview in appendix: 10/7-1/F-1/26-4/2015

<sup>87</sup> Look in transcript of observation in appendix: 06/O/F3/23-IV/2015

syllabus of Pondok Modern Gontor . This evaluation focused on listening, speaking, reading and writing. The evaluation conduct to measure learning progress and learning outcomes. Evaluation techniques in English lesson as tests and non-test. The form of the evaluation are performance appraisal, appraisal written and unwritten. Among the evaluation techniques used by teachers, some can be used to assess student achievement in terms of academic achievement and personality associated with the values of the characters. These techniques are especially observation (observation sheet), self-assessment (with the self-assessment/questionnaire), and between friends.<sup>88</sup>

The result of interview and documentation supported by the third observation shown that the last of teaching and learning process is evaluation by written test. The written test in English composition is the students make an English composition based on the title from teacher. The classroom situation is silent and composition test have done well. This English composition test to know the students writing ability and to assessing writing.<sup>89</sup>

The evaluation of English composition conduct individually. All of the evaluation appropriate with the result from test that was done. Students have a good ability on composition, so they get a good score. Based on statement above it could be said that, as long as learning

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<sup>88</sup> Look in transcript of documentation in appendix: 05/D/30-IV/2015

<sup>89</sup> Look in transcript of documentation in appendix: 06/D/15 -IV/2015

process, students gave more attention and active in learning process (like to answer the teacher question, raise hand in discussion of question and answer, etc).

Based on the purpose of evaluation in English composition, the objectives of teaching English composition are the students can master the English composition lesson and become a good writer. The specific purpose of match with the indicator in the material that will be taught. For example, the students make an English composition based on the topic or picture from the teacher.<sup>90</sup> In addition, Mrs. Nuryati explains that the purpose of evaluation in composition is to measure the student's composition ability and to know student's understandings about the level of composition material.<sup>91</sup>

From the explanation above it can be concluded that the students value in evaluation well. Because the strategy and media in teaching and learning English composition relevant with the standards of teaching. Besides that, the students feel interest and enjoy. The purpose of evaluation is to know the students writing ability. As far as, students understanding in composition material. So, teacher can be restored the teaching English composition in the future.

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<sup>90</sup> Look in transcript of interview in appendix: 06/5-1/F-1/20-4/2015

<sup>91</sup> Look in transcript of interview in appendix: 05/4-1/F-1/7-4/2015

## CHAPTER IV

### DISCUSSION

#### **A. The Strategy Used in Teaching English Composition to The Eleventh Grade Students' at Al-Mawaddah Islamic Girl Boarding School**

Writing is the representation of language in a textual medium through the use of a set of sign or symbols (known as a writing system). It is distinguished from illustration. Such as cave drawing and painting and non-symbolic preservation of language via non-textual media, such as magnetic tape audio. It is the result of employing strategies to manage the composing process, which is the one of gradually developing a text.

Writing is one of the four basic competence in English, which have their own function. Writing is not passive skill. Writing strategy also become more effective for learner. It gives students opportunities to focus with writing purposes. To improve the students achievement, the students usually write an English composition.

Rowntree devides teaching strategy into three parts. First, reception or exposition, in this strategy the material explained to the students in the form of written and oral project. Second, rote learning material presented to students without regard to their meaning. Students can master the material by rote. Third, teaching and learning process,



the students make a group or individual. The teacher aim of made group in order to students shared the difficult material, discussion, and explored the ideas with others. Then, by individual the teacher can controlled the students active in learning process and students evaluation were affective and pshycomotoric.

Based on theory of writing strategy consist of direct language learning strategies and indirect language learning strategies. Direct language learning strategies is beneficial to the students because they help store and recover information. These strategies help learners to produce language even when there is gap in knowledge. They also help to understand and use the new language. Whereas, indirect language learning strategies work together with the direct strategies. They help learner regulate the learning process. These strategies support and manage language learning without direct engagement and therefore called indirect strategies.

According to Richards and Renandya stated, "Process writing as a classroom activity incorporates the four basic writing stages: planning, drafting, revising, and editing." Connected with strategy that was used in teaching English composition, students activities were planning the writing text. It is pre-writing or any activity in the classroom that encourages students to write. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Then, at the drafting stages, the

writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Moreover, students' revising the content of writing text that have been written. The last was editing the writing text, they edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as question, examples and the like.

Writing process was students trained in English reading. The learning process was also into the reading process, because in reading process needs the writing ability. From this data, the researcher could be analyzed the strategy in teaching writing. It can help students to get motivation and to improve writing ability.

Referring of the data, it can be concluded that there were strategies in teaching English composition. The strategies are Cooperative Integrated Reading and Composition (CIRC) and Presentation, Practice and Product (PPP). The teacher used the dominant strategy to improve students learning ability. The effective strategy was CIRC strategy, because students could be active in learning process and the implementation of strategy completely and students was supporting in writing development. Students more be active and their skill could be develop. The explanation about the strategy in teaching writing above, suggests that the teacher at Al-Mawaddah Islamic Girl Boarding School was creative in teaching English composition.

In addition, the teacher have good performance in teaching. The strategies involved the teacher and students in teaching and learning process. Sometimes, teacher asks students to make a group consist of three or four person to discussion and doing the material. Besides that, students were learning composition individually.

The researcher found that one of guidance for teachers in teaching composition is provide maximum of students opportunity to improve their writing to target language. Students must be given more opportunity to practice language. The students also learning vocabulary directly. Besides that, the teacher strategies into a good categories, because strategies was used in teaching composition appropriated with the theories in teaching.

Furthermore, based on the theory and data that has been collected, the implementation of strategy in teaching English composition was maximally. Strategy was used in teaching composition is appropriate with the competency strategies. Teacher strategy in teaching English composition was varied and effective as CIRC and PPP strategy, because students could be active in learning process and the implementation of strategy was completed and students was supporting in writing development. It shown that the teacher was creative in teaching. By the strategies should made the students active, understanding, enjoy and concentration in learning English composition process. Moreover, students can reach the objective of learning English

composition easily. So that, the goals of English lesson especially in writing could reach the target of learning.

## **B. The Media Used in Teaching English Composition to The Eleventh Grade Students at Al-Mawaddah Islamic Girl Boarding School**

Teacher used the media for individual learning such as books and modules. The others media such as video, slides, picture, audio tape used collectively, Teacher was selected the media in teaching English composition process appropriated with students need. It is concluded that media in teaching English composition combined to reach a good result in teaching and learning English composition.

Based on the theory, Schramm was classifying media into media complex, costly, and simple media. Media are also grouped according to ability of the coverage are (1) Broad coverage and simultaneously, such as television, radio, and facsimile. (2) Coverage is limited to the room, such as film, video, slides, posters, audio tape. (3) Media for individual learning, such as books, modules, course of study with a computer and a telephone.

The media that used in teaching English composition as a picture, computer, book, etc. The kind of media in teaching device brings some advantages in use. For example laptop, projector, and speaker are used in teaching and learning process. Instructional media

are classified based on the purpose and characteristics of the type media usage.

As describe in chapter III, according to the result of the interview with the English teacher and chief of curriculum, it is shown that the media in teaching English composition are laptop, slide show, projector, video, audio visual, textbook and speaker. Moreover, based on the student's interview, the advantages of media in teaching English composition are the students focus, understand the material fastly and they will be able in writing a composition form the test of teaching and learning process.

Computer or laptop, projector, audio visual used to show the video in teaching English composition. By this media students learn the English composition directly, look the slide show or video before making composition. It is facilitate the students to understand the material. In addition, the students look video about the story of film. Textbook also as support media in teaching English composition. There are also support media like a textbook, pictures, audio visual and audio.

The result above, shown that usually the media used by teacher at Al-Mawaddah Islamic Girl Boarding School were laptop or computer, LCD, projector, speakers and support media as pictures, textbook, video and audio visual. The purposes of using media are to facilitate the teacher in teaching English composition and students more understand in learning English composition. Moreover, the material and



media must be adapted to facilitate the students in learning English composition.

### **C. The Evaluation Used in Teaching English Composition to The Eleventh Grade Students at Al-Mawaddah Islamic Girl Boarding School**

Evaluation is the last component of curriculum. Moreover, evaluation is intended to assess the achievement of the objectives that have been determined to teach and assess the implementation process as a whole. Evaluation is very important to know the effective of teaching and learning process. Teacher is able to change the strategy or media in teaching process if the result of evaluation is enough. The evaluation activities is the teacher gives a tests to the students.

As the vice chairman curriculum explained, that teacher uses students assessment in English composition for evaluation. The form of English composition evaluation are performance appraisal, appraisal written and unwritten. Among the evaluation techniques, the teacher also can be used the evaluation techniques to assess students in terms of academic achievement and personality associated with the values of the characters. So, the learning process will be successful.

Based on the interview with the informants at Al-Mawaddah Islamic Girl Boarding School that writing evaluation by giving the written test. The written test was started by asking the students to make

an English composition based on the title from the teacher. This method was same with the teaching and learning English composition activities. But, the material of evaluation was covered in learning process. The evaluation also to measure the students understanding about the English composition lesson that has been taught.

The purposes of English composition evaluation were to know the ability and achievement the students in learning English composition. Particularly, the eleventh grade students have to master the English composition lesson. In this evaluation, students will be tightened in the test. Every students got the score individually appropriated with the score in test.

Based on the data that have been collected about the English composition evaluation above, the researcher was concluded that evaluation in teaching English composition by written test, then the evaluation of English composition both of a group and individual. Teaching English composition activities the teacher was used strategies and media to support the process of teaching composition. It makes the students have a good value. Although, the teacher evaluation is enough, but the students assess was well categories. The purposes of teaching English composition to be achieved the student's achievement and teacher was successful in teaching.

## CHAPTER V

## CLOSING

### A. Conclusion

Based on the description and analysis of data, some conclusion can be down as follow:

1. The strategy used in teaching English composition are Cooperative Integrated Reading and Composition (CIRC) and Presentation, Practice and Product (PPP).
2. Many kinds of media that used in teaching English composition as audio visual, picture, etc. the media are used in teaching English composition at Al-Mawaddah is laptop, projector, and LCD. The purposes media are to easy the teacher in teaching English composition and students more understandable in learning composition.
3. The English composition evaluations done at Al-Mawaddah Islamic Girl Boarding School is written test. The evaluation is middle test and final test. The purposes of evaluation is to know the students English composition ability.

## **B. Recommendation**

Based on the research results of strategy, media, and evaluation in teaching English composition, the writer objective the following recommendations:

### 1. For the English teacher

Teacher should develop the strategy, media and evaluation in teaching English composition. Combine the ways in teaching English composition by the using Cooperative Integrated Reading and Composition (CIRC) and Presentation, Practice, and Product. The students felt interest, comfortable, enjoy and more concentration in learning English composition activities.

### 2. The students

Students should enrich their English composition ability, and begin love the English lesson especially composition. To develop their composition ability, so that gets the good value.

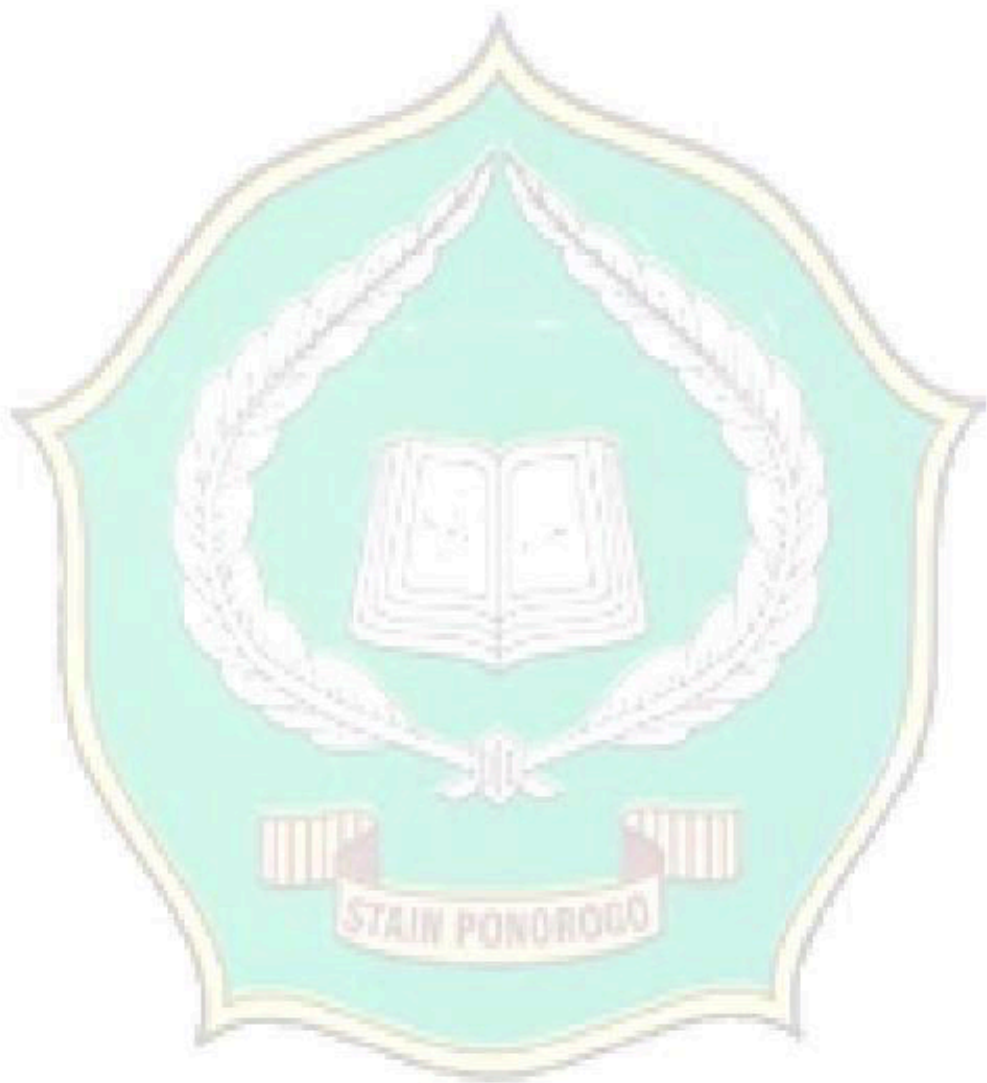
### 3. The researcher

Researcher know the some strategy, method, and technique in teaching English composition. The findings can be used as a valuable reference to teaching English composition who to be teacher.

### 4. For the future researcher

The researcher relized that this thesis is far from being perfect. There are many weakness caused by limitation of researcher

capability. So, the researcher opens opportunity of critic and expects the next researchers who are interested in this theme can develop it more creativity and critically.





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