

TEACHING WRITING AT SMPN 1 BALONG

THESIS



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ABSTRACT

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Key Words : Teaching, Writing

Teaching is one aspect of the education as an activity, which is done by teacher determined by the philosophy of education, teaching style, approach method and strategy. Teaching is one of educative activities. The writing skill are complex and sometimes difficult to teach, requiring mastery not only grammatical and rhetorical devices but also conceptual and judge mental elements.

This research intent to: describe of the process of teaching writing at SMPN 1 Balong Ponorogo, to describe of the development the component of teaching writing at SMPN 1 Balong Ponorogo, to describe of the evaluation of teaching writing at SMPN 1 Balong Ponorogo.

The design of this research was descriptive qualitative approach. The techniques of collecting data were interview, observation, and documentation. The researcher conducted the interview with some students and one English teacher of SMPN 1 Balong. The observation and documentation was conducted at eighth grade to know teaching of writing at SMPN 1 Balong. The validity of data used triangulation technique.

The result of this study the researchers get great result. The process of teaching writing at SMPN 1 Balong Ponorogo divided into three steps; preparation, classroom performance and evaluation. To develop the component of teaching writing at SMPN 1 Balong Ponorogo based on theory: (1) The goal of teaching writing, (2) Material of teaching writing, (3) Strategy of teaching writing, (4) Media of teaching writing, (5) Evaluation of teaching writing. The evaluation of teaching writing at SMPN 1 Balong Ponorogo; The English teacher in SMPN 1 Balong do evaluation for learning activities. The evaluation gives to students in form of test, this is done of essay and cloze procedure.

So, from the analysis above it can be concluded that there are the process of teaching writing at SMPN 1 Balong is same with the theory, the students show positive responses in teaching writing. Therefore, the researcher suggests that will be better for the teacher to use as one techniques in teaching english. Students also need it to develop their way learning, so they can learn and understand the material clearly with their own thinking.

CHAPTER I

INTRODUCTION

A. Background of Study

English has been the most important foreign language in Indonesia and is the only compulsory foreign language subject in public school. As a foreign language, English has grasped a remarkable development since it is one of the subjects to test in the national final examination before students leave Junior and Senior High Schools. In addition, English is a very important subject of language skill to enter prestigious universities.

As the matter of fact, English includes four language skills: reading, listening, writing and speaking, and the ways in which they interrelate.¹ Those four language skills have been instructed separately based on the fashion of methods approaches. The idea of integrating the four skills and the three language elements (pronunciation, vocabulary and grammar). The term of structural integration is used to refer to the idea that the entire lesson is the foundation of the structural items atate everything to be built in to the lesson.

Today, the government faces many obstacles in order to improve the quality of education. In qualities of quality teachers in the school becomes the reason for the

¹Petter Lucantoni, Teaching and Assessing Skill in English as a Second Language (New York: Cambridge University Press,2006),4.

government to always pay attention to improving the quality of education personal. This is taken because of the success of the quality of education depend on the success of the teaching learning process.

As one kind of language skills in writing, Based on Oxford Dictionary, writing is activity of writing written or printed words.² It means that writing is a process or any activity to write some letters in printed form. Writing is a communication act; it is a way of sharing information, thoughts, experiences or ideas, between others and ourselves.³

Writing as one of the four language skills occupies an equal role with the other language skills although of people tend to focus on speaking form than writing one. As Holiday has pointed out, “speech is no less structured and complex than writing”.⁴ Writing is an extremely complex cognitive activity that requires the writer to demonstrate control of several variables at once.⁵ It needs not only comprehension of language structure but also vocabulary enrichment and good spelling. Moreover, it needs mastery of thinking and arranging words so, they can be understandable sentences.

² A S Hornby, Oxford Advanced Learner’s Dictionary (New York:Oxford University Press,1995), 1383.

³BambangYudiCahyono, Techniquesin Teaching EFL Writing (Malang:State University of MalangPress,2009),16.

⁴David Nunan, Language Teaching Methodology (New York: Prentice Hall International, 1991), 85.

⁵Ibid, 6.

Teaching is one aspect of the education as an activity, which is done by teacher determined by the philosophy of education, teaching style, approach method and strategy. Teaching is one of educative activities. It is very important in educational system and it plays important role in which an interaction between a teacher and student occurs. To define what teaching is, some statements can be presented in the following. In Webster dictionary, teaching is (1) the action of a person who teaches, profession of teacher, (2) something taught percept, doctrine or instruction.⁶

Teaching and learning process as the system is influenced by several factors. One of them is the teacher who is the main implementer of education in the field. The quality of teacher both academic and non academic quality also effects the quality of learning.

Teaching writing in secondary school needs appropriate technique in order that the students are active and creative in teaching of writing. The techniques for the teaching writing are copying, dictation, sentence completion, and written pattern drills.

The writer is focusing her research on writing because writing is one of the four language skills that play a very important role in second language learning.

⁶Webster's New World College Dictionary, Third Edition, (New York: Macmillan Company,1996),1372.

Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

The result of interview with Mr. Tono, to a teachers, as facilitators, must be well-prepared to teach students in front of the class. Then, teachers give interesting things to support students learning activities, especially when teachers teach writing. The techniques, can be used as a guideline for students in completing a task. To a good writing was done with appropriate rules and principles that applicable by teacher to teach students in writing. Furthermore, the use of technique and other learning can help students to select for the idea, grammatical accuracy, vocabulary, and correct organization of contents.⁷

English teacher at SMPN 1 Balong have techniques for students learning to write English with better and correctly. With the technique used by students it can help students writing learning more easy. It can be seen from observations and interviews conducted by researchers at SMPN 1 Balong. But, it is not just the techniques being used, there is one additional hour in learning English to learning writing. So, the students will be more proficient english writing.

There are some components in teaching and learning process, those are goals, materials, strategies, media, and evaluation. Therefore it is challenge for teacher to improve students writing skill by using good techniques, strategies, method and

⁷ Look at interview transcript number: 01/ 26 – I/ 26- V/ 2015

media that can be makes the students interested in teaching and learning process especially in teaching writing.

The phenomenon above make the researcher interested in observing the focused on teaching of students' writing at SMPN 1 Balong and the little of study is " Teaching of Writing at SMPN 1 Balong in Academic year 2014/2015".

B. Research Focus

In this research, researcher focuses in the teaching students' writing skill in teaching english writing. And it was implemented by English teacher. This can makes students could write english which correct and increase vocabulary.

C. Statements of the Problem

Regarding to the background of the study, the problem statements are formulated into:

1. How is the process of teaching writing at SMPN 1 Balong?
2. How to develop the component of teaching writing at SMPN 1 Balong?
3. How is the evaluation of teaching writing at SMPN 1 Balong?

D. Objectives of the Study

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

1. To know the the process of teaching writing at SMPN 1 Balong.
2. To knowdevelopment the component of teaching writing at SMPN 1 Balong.
3. To knowthe evaluation of teaching writing at SMPN 1 Balong.

E. Significances of the Study

The result of this study is expected to be beneficial for teacher and student described as follow:

1. Theoretical Significance

It improves the knowledge about the English teaching and writing learning.

2. Practical significance

a. Teachers

- 1) It helps to find better solution in language teaching especially English teaching.
- 2) It can improve and develop the quality of teaching learning process.

b. Students

- 1) It helps to the students understand the materials more easily.
- 2) It can motivate student in the English writing learning.

F. Research methodology

1. Research Design

The research approach of this study is descriptive qualitative approach. It is called qualitative approach since it provides a systematic, factual, and accurate description of a situation of area.⁸ According to Richard and Schmidt, “Qualitative research is any research that uses procedures that make use of non-

⁸ Issac and Micharl,..... 1987, 24.

numerical data, such as interviews, case studies, or participant observation”.⁹ Furthermore, according to Angrosino, “Qualitative research is a process of inquiry aimed at understanding human behavior by building complex, holistic pictures of the social and cultural settings in which such behavior occurs. It does so by analyzing words rather than numbers, and by reporting the detailed views of the people who have been studied. Qualitative research seeks to understand the what, how, when and where of an event or an action in order to establish its meaning, concept, and definitions, characteristics, metaphors, symbols, and descriptions”.¹⁰

From the definition above, it can be concluded that qualitative research is the research which focuses on the process of the research in investigating social phenomenon. It involves the use of particular ways or techniques to collect the data in the field, then presenting the data through clear description and explanation.

Based on the problems accused in this study that emphasizes on the process and meaning (perception and participation) the writer choose descriptive-qualitative approach. In this research the researcher wants to the teaching student’s writing skill. This study enables the writer to catch the

⁹Richards, et al., *Language Teaching and Applied Linguistics* (Edinburg Gate: Pearson Education Limited,2002), 435.

¹⁰Mohammad Adnan Latief, *Research Methods on Language Learning An Introduction* (Malang: UM Press,2013),75-76.

various qualitative-information in details. It is more valuable than merely obtaining quantitative data.

The strategy employ in the research is single establish-case study. Case study is a detailed examination of one setting, or a single subject, a single depository of documents, or one particular event (Merriam,1988).¹¹ It is single because the researcher will be conducted on English students of SMPN 1 Balong. The researcher focused on the teaching student writing skillSMPN1 Balong.

2. Researcher's Role

Characteristic of qualitative research are the intense and prolonged researcher contact with a field or situation, its role or purpose to obtain a systematic and interacted overview of the data under study, its researcher function as the key research instrument and its analysis are in form of words.¹²

In this research, the researcher has a role as observer which is means that the researcher does not interact or participant.

3. Research Location

The research has been conducted in SMPN 1 Balong. It is located atDiponegoro no.93 Balong.The researcher chooses this school because some reasons:

- a. Dictation technique was applied in teaching writing.

¹¹ Robert C. Bogdan, *Qualitative Research for Education*,(Allyn and Bacan:USA,1992),62.

¹²Matthew B. miles, A Michael Huberman, *An Expanded Source Book qualitative Data Analysis*, (California; Sage Publication, 1994), 6

- b. The school was reachabled. It enables the researcher to conduct the research more effectively.

4. Data Source

Data source in the reserach is the subject where the data obtained¹³. It means taht data source in a research is a subject where the data can be obtained.

According to Lofland in Lexy Moleong book's, the data main data source in the qualitative research is the words and action, the rest is additional data. Thus, the data source in qualitative research is the word and action, the rest additional data namely document, photo, magazine, etc.

The data source in this researcher are:

- a. Human, including the English teacher and students
- b. Non human, including documents and relevant books.

5. Technique of Data Collection

Data refers to the rough materials research collect from the world they are studying. Data Include materials the people doing the study actively record, such as interview transcript and participant observation field notes. Data also include what others have created and the researcher finds such as diaries, photographs, official documents, and newspaper articles.¹⁴ There were three data collection techniques used in this study; observation, interview and documentary. Each of the stage is presented in the following;

¹³Suharmini Arikunto, *Prosedur Penelitian Suatu PendekatanPraktik* (Jakarta: PT. Rineka Cipta,2006),129.

¹⁴ Ibid,106.

1. Observation

Observation is a method of collecting data where the researcher notes the information during the whole times of the research. This is in relation to what Margono said that observation is supervision or notice systematically the object's phenomenon.¹⁵ According Sugiyono, "Observation is a data collection method that uses observations of the object of research".¹⁶ Thus, observation is a kind of technique for collecting data conducted in a way of observing the object of research directly. Then, the results of observation written in field notes. According to Meleong, field notes (CL) is very important tool in qualitative research. At the time of field research notes after returning home or place of residence then compile field notes.¹⁷

The statement above also means that everything in relation with the working project performed and the topic of research must be observed. The data taken from observation are the location of the school, the structure of the school organization, the condition of the teacher along with the students, the method that used by teacher and the school facilities. In this case, the data as a fact in the field to complete the data of the research are collected and recorded.

2. Documentation

¹⁵ Ibid 178

¹⁶ Sugiyono, *Metode Penelitian Pendidikan*, (Bandung: PT Alfabeta, 2006), 318.

¹⁷ Dr. Lexy J. Meleong M. A., *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosda Karya, 2000) 135.

Documentation is a method to get data in the form of note, transcript, book, magazine, agenda, etc. in the other word, documentation is used to get the students list in order to know the number of sample.¹⁸

Documentation is the procedures used by the researcher to collect the importance data by seeking and taking all the data in the forms of written word. Then, in this research, the researcher uses the documents in the form of lesson plan, vision, students, teachers, the result of the test and another material that provides information to collect the necessary data.

3. Interview

Interview is a media to collect information by giving some question orally to get answer. According to Esteberg, "Interview is a meeting of two person to exchange information and idea through question and response, resulting in communication and joint construction of meaning about particular topic."¹⁹

Interview in this research is to have meeting and dialogue for formal consultation or examination. In performing interview, the first must be complied is a list of person will be interview they are: English teacher of SMPN 1 Balong and eighth grade students of SMPN 1 Balong.

6. Data Analysis

¹⁸Sugiyono, Metode Penelitian Pendidikan, (Bandung: PT Alfabeta, 2006), 329.

¹⁹ Ibid, 317

Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and others materials that accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.²⁰

Data analysis used in this research is interactive analysis.²¹ The technique has three components, data reduction, data presentation, and verification or conclusion. Each of the stage is presented in the following:

a. Data reduction

Data reduction is a stage of summarizing, classifying and focusing on essential things. Through the data reduction, the researcher may focus on the data that will be analyzed.

b. Data presentation

Data presentation is stage organizing the data into pattern of relationship. The data presentation helps the researcher and reader to more understand with data.

c. Conclusion drawing/verification

Verification is a simple description that consist of researcher answer from the problem that has been conducted. Based on the

²⁰ Ibid, 153

²¹ Matthew B. miles, A Michael Huberman, qualitative Data Analysis, (New Delhi; sage Publication & Thousand Oaks London, 1994), 12

statement above, the stage of data analysis can be showed in this picture:²²

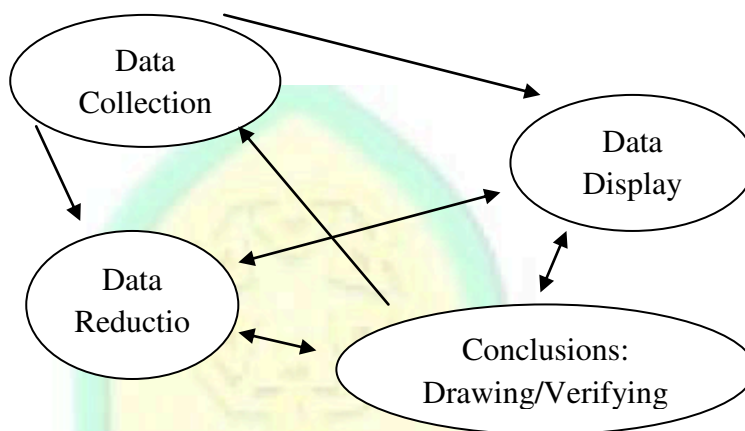


Figure 1.1

Component of Data Analysis: interactive Model

7. Data Credibilitation

In qualitative research, the credibility of data is verificated using diligence observation and triangulation. The diligence observation in this study is doing intensive observation toward collecting data about the teaching writing skill at SMPN 1 BALONG.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures.²³

²²Ibid,12.

²³Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2013), 372.

8. Research Procedure

According to denscombe, great deal has been written on the procedures that ought to be used when analyzing qualitative data. most experts in the field would recognize five stage involved. in logical order these are: 1) preparation of the data, 2) familiarity with data, 3) interpreting the data including of developing codes, catagories and concepts, 4) verifying the data, and 5) representing the data.²⁴

Based on the explanation above, the procedures in doing this research are as follows:

1) Planning

The researcher determines the title of the research, arranging research proposal and making instrument.

2) Doing research

The researcher involves actively in the class where the researcher conducts the research.

3) Collecting data

The researcher collects the necessary data through observation, interview, and documentation.

²⁴Martyn Denscombe, *The Good Research Guide: for small-scale social research projects* (3rd Edition)(USA:Graw Hill Open University Press,2007),288.

4) Analyzing data

The researcher analyzes the data gathered by reducing the data, displaying the data and making conclusion.

5) Reporting data

The researcher reports all the data as the result of the research in the for of thesis

G. Organization of Thesis

As descriptions of the researcher idea designed this thesis, the researcher organizes the organization of the thesis that is divided into five chapters.

Chapter I is introduction. This chapter introduces the whole of the research content that involves; background of the study, research focus, statements of the problem, objectives of the study, significances of the study, research methodology, and organization of the thesis.

Chapter II contains review of literature review, discuss about teaching, writing, and teaching writing.

Chapter III discuss about research location, data description. In this chapter also there are data about the students writing skill.

Chapter IV is Discussion

Chapter V is conclusion. This chapter is designed to give easy the reader who takes subsistence from thesis. This chapter consists of conclusion and recommendation.



CHAPTER II

LITERATURE REVIEW

A research is a process of developing and enriching the preceded knowledge. The process may not be separated from the compiled principles and concepts. Therefore, the literature review takes place when the research is being conducted. Regarding this case, Brown and Rogers recommended that “Any research study typically stands on the shoulders of studies that preceded it. In order to acknowledge that debt to previous studies and show where the new study fits into the field, the study often begins with a literature review”²⁵.

Based on the statements, this research presents the related literature as following.

A. Teaching

1. Definition of Teaching

Teaching is one of educative activities. It is very important in educational system and it plays important role in which an interaction between a teacher and student occurs. To define what teaching is, some statements can be presented in the following. In Webster dictionary, teaching is (1) the action of a person who

²⁵ James Dean Brown and Theodore S. Rodgers, *Doing Second Language Research*, (New York: Oxford University Press, 2003),36.

teachers, profession of teacher, (2) something taught percept, doctrine or instruction.²⁶

Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning²⁷. A teacher has to guide and facilitate the learners or students to learn. It is expected that from the teacher guide and facilitate; the students will be enable in understanding the material. In addition, a teacher also has to be able to set a good and comfortable condition for the students to learn. In other hand, the teacher must make a good interaction with the students.

Leonard H. Chalrk said teaching is a process of interaction, somewhat like that between players in a tennis or a dogs in a fight. The teacher does something to students: the students do something in return. As a result of these reciprocal actions, the students learn. If interpersonal relations in the classroom are good, it is assumed that learning will occur. If they are bad, it is assumed that learning is not apt to occur; or, if it does occur, it will occur in less degree and with less stability.²⁸

²⁶ Webster's New World College Dictionary, Third Edition, (New York: Macmillan Company, 1996), 1372.

²⁷ Douglas Brown, Principle of Language Learning and Teaching: fourth Edition (New York: Wesley Longman,2000), 7.

²⁸ Leonard H. Clark, Strategies and Tactics in Secondary School Teaching (London: The MacmillanCompany,1986), 14.

Nowadays, teaching is defined from other point of view. Edge states that the teacher is the most powerful person in the classroom. The teacher has the most important things to use that power, such as organization, security, motivation, instruction, modeling, guidance, information, feedback, encouragement, and evaluation. Thus, it can be stated that the teacher must organize, provide security, motivate, instruct, model, guide, inform, give feedback, encourage, and evaluate.²⁹

Brown recommends that “teaching may be definite as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand³⁰”.

Based on the statements above, teaching can be stated as an activity or process to help someone getting knowledge and learn to do something. And it includes a transmission of sciences, skills, and attitudes. The transmission is a process of systemizing, conditions, task material and opportunities in order to help students acquire and construct new knowledge conducted by organizing and managing someone’s potential sources.

²⁹ Julian Edge, *Essentials of English Language Teaching*, (UK: Pearson Education Limited, 2001), 11-12.

³⁰ H. Douglas Brown, *Principle of Language Learning and Teaching*, (Englewood Cliffs: Prentice Hall Regent, 1994), 7.

2. Teaching Language

Every teacher especially language teacher has different way in teaching. Teacher brings to teach their own personal principles in their class. Therefore, Breen made principles in teaching language are³¹:

- 1) Selectively focus on the form of the language
- 2) Selectively focus on vocabulary or meaning
- 3) Enable the learners to use the language
- 4) Address learner's mental processing capacities
- 5) Make the new language familiar and manageable
- 6) Make the learners internalize and remember the new language
- 7) Take account of learners need or interests
- 8) Directly learners' needs or interest
- 9) Monitor learners progress and provide feedback
- 10) Facilitate learner responsibility or autonomy
- 11) Manage the lesson and the group

³¹ Breen, Curriculum Development in Language Teaching, Ed. Jack Richard, (New York: Cambridge University Press, 2001), 217.

B. Writing

1. Definition of Writing

Writing is an important part of language teaching as it is also used as an essential tool for learning in which students expand their knowledge of the language elements in real use.³² The most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and writing.³³

Writing is a skill that most of people strongly need. The simplest definition of writing in dictionary means an activity of making letters or other symbols on surface, usually paper, especially with a pen or pencil.³⁴ In the other hand, 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 a reader.³⁵ It means that writing is a process of expressing thoughts and feelings so they are meaningful to others.

Writing is one of skills in language learning that is very complex and difficult to teach. There is no doubt that writing is the most difficult skill for

³² Maria Taselin, *Interactive Activities for Improving Student' Writing Skills in The Teaching of English Language Skill and English Language Components*, ed. Bambang Yudi Cahyono (Malang: State University of Malang Press, 2010), 104.

³³ Jeremy Harmer, *How to Teach English* (England: Addison Wesley Longman, 2001), 79.

³⁴ Horby, *Oxford Advanced Learner's Dictionary of Current English* (Oxford University, 1995), 1382.

³⁵ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), 88.

learners to master.³⁶ The writing skill requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.³⁷ It means that writing is not only comprehension of language structure but also vocabulary enrichment and good spelling.

2. Definition of Writing skill

The most important reason for teaching writing is that it is a basic language skill. Writing as a skill, needs much practice. It is an activity of producing a coherent, fluent, and extended piece of writing.³⁸ Writing is either hard or easy, as a person makes it.³⁹ Writing is particularly academic writing is not easy. It takes study and practice to develop this skill⁴⁰.

The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge mental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into live general components or main areas.

- a. Language use: the ability to write correct and appropriate sentences.

³⁶ Jack, C Richards. *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), 303.

³⁷ J.B. Heaton, *Writing English Language Tests* (New York: Llongman, 2000), 135.

³⁸ Ary Setya Budhi Ningrum, *Scaffolding Strategy in The Process Writing to Improve the Students' Writing Ability*, (Jakarta:Kementerian Agama Republik Indonesia,2012), 1.

³⁹ Porter, Perrin. *Writer's Guide and Index to English* (Chicago Atlanta Dallas New York:Scott, Foresman Company,1942),288.

⁴⁰ Oshima,Alice, *Writing Academic English* (Addison Wesley: Longman,1991),3.

- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation, spelling.
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
- d. Stylistic skills: the ability to manipulate sentences and paragraph, and use language effectively.
- e. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.⁴¹

3. The process of writing

Writing is a complex process that consists of several stages. Brookes et.al., state that tackling one by one the elements which determine what we write down is what process writing is about⁴². According to Mc Crimmon, the writing process is divided into three stages: planning, drafting, and revising.⁴³

a. Planning

Planning is order procedure used to bring about a desired result. As the first stage in the writing process, planning is a series of strategies designed to find and produce information in writing.

⁴¹ J. B. Heaton, Writing English Language Test,(New York:Longman INC,1989),135.

⁴² Arthur Brookes,et al., Beginning to write,7

⁴³ James M. Mc Crimmon, Writing with a Purpose (USA:Houghton Mifflin Company,1984),10-11

b. Drafting

Drafting is a procedure drawing up a preliminary sketch. As the second stage in writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c. Revising

Revising is a procedure to improve or correct a work in progress. As the third and final stage in the writing process, revising is a series of strategies designed to re-examine and re-evaluate the choice that have created a piece of writing.

d. Editing

Editing is another aspect of writing and requires recognizing problems in grammar, syntax, and mechanics.⁴⁴ Here, there are some hints for effective editing:⁴⁵

a) Read loud

In addition to repeatedly reading your draft silently, reading your draft aloud is a good technique because it allows your ears to hear ungrammatical “clunks” or unintended gaps in sense or sound you may otherwise miss.

⁴⁴ Jerry G. Gebhard. Teaching English as a foreign or second language (USA; Cambridge university press,1990)230.

⁴⁵ Jean, Steps to Writing Well,114

b) Know your enemies

Learn to identify your particularly troublesome areas in punctuation and grammar and then read through your draft for one of these problems at a time: once for fragments, comma splices, run-ons, and so on.

c) Read backwards

Try to read your draft one sentence at a time starting at the end of your essay and working toward the beginning. Don't read each sentence word-for-word backwards, just read the essay one sentence at a time from back to front.

d) Eliminate common irritants

Review your draft for those diction and mechanical errors of many readers to find especially annoying because they often reflect sheer carelessness.

e) Use your tools

Keep your dictionary handy to check the spelling, usage, and meaning of words in doubt. Writing skills are complex. Sometimes, it is difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

They are language use, mechanical skill, treatment of content, stylistic skill and judgement skill.⁴⁶

4. Types of writing Taught in Junior High School

Based on the competencies standard and basic competencies recommended by the government, there are some types of writing which have to be taught in junior high school, they are: procedure, descriptive, recount and narrative.

a. Procedure

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure text include; recipes, itineraries, instruction, manuals, direction.⁴⁷

Generic structure of procedure:

- 1) Goals: showing the purpose
- 2) Material: telling the need materials
- 3) Step 1-end: describing the steps to achieve the purpose

Language feature of procedure:

- 1) Using temporal conjunction
- 2) Using action verb
- 3) Using imperative sentence
- 4) Using Simple Present Tense

⁴⁶ Heaton, J.B Writing English Language Test..... 135

⁴⁷ Mark Anderson and Kathy Anderson, Text Types in English 3, (Australia: Mac Millan,1998),

Models of procedure

A Cheese Omelet

You will need:

1egg

50 g cheese

$\frac{1}{4}$ cup milk

3 tablespoons cooking oil

A pinch of salt and pepper

- 1) Crack an egg into a bowl
 - 2) Whisk the egg with a fork until it is smooth
 - 3) Add milk and whisk well
 - 4) Grate the cheese into the bowl and stir
 - 5) Heat the oil in a frying pan
 - 6) Pour the mixture into the frying pan
 - 7) Turn the omelet with a spatula when it browns
- b. Descriptive

Descriptive present the appearance of things that occupy space, whether they are object, people, buildings or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempt to gain a picture

with words. The explanation about this term will be presented in the next session.⁴⁸

The generic structure of descriptive:

- 1) Identification; identifying the phenomenon to be described
- 2) Description; describing the phenomenon in parts, qualities, or/and characteristics.

Language feature of procedure:

- 1) Using attributive and identifying process
- 2) Using adjective and classifiers in nominal group
- 3) Using simple present tense

c. Recount

Recount is a piece of text that retells past event, usually in the order which they happened. The Aim of a recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are; newspaper, report, conversation, speeches, television, interviews, etc.⁴⁹

Generic structure of recount:

- 1) Orientation: introducing the participants, place and time
- 2) Events: describing series of event that happened in the past

⁴⁸ Elizabeth Cow, Writing Brief Edition (Texas: Scoot, Foresman, and company),148.

⁴⁹ Mark Anderson and Kathy Anderson, Text Types in English 1, (Australia: Mac Millan,1998), 48.

3) Reorientation: it is optional. Stating personal comment of the writer to the story

Language feature of recount:

- 1) Introducing personal participant; I, my group, etc
- 2) Using chronological connection; then, first, etc
- 3) Using linking verb; was, were, saw, heard, etc
- 4) Using action verb; look, go, change, etc
- 5) Using simple past tense

d. Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.⁵⁰

The narrative text is type of written text that tells a story of one character or more who tale certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener. It is related to the recount type. There are many different types of narratives including: humor,

⁵⁰ Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Australia: Mac Millan, 1998), 3.

romance, crime, mystery, fantasy, science fiction, real-life fiction, adventure, diary-novel, etc.

Generic structure of narrative:

- 1) Orientation: introducing the participants and informing the time and the place
- 2) Complication: describing the rising crises which the participants have to do with
- 3) Resolution: showing the way of participant to solve the crises, better or worse

Language feature of narrative:

- 1) Using processes verbs
- 2) Using temporal conjunction
- 3) Using simple past tense

5. The Purpose of Writing

Writing is very important skill in teaching English. Writing has evolved in society as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language. In the modern world, written language serves a range of function in everyday life, including the following:⁵¹

- a. Primarily for action

Writing for action is used in public signs, e.g. on roads and station; product labels and instructions, e.g. on food, tools or toys purchased; recipes;

⁵¹ Nunan, David. Language Teaching ,84.

maps; television and radio guides; bills; menus; telephone directories; ballot papers; computer manuals, monitors and printouts. It is also used for social contact personal correspondence such as letters, postcards, and greeting cards.

b. Primarily for information

Writing for information usually gives information about something. It is used in some sides. For example, newspapers(news, editorial)and current affairs magazines; hobby magazines; non-fiction book, including textbooks; public notices; advertisements; political pamphlet; scholastic, medical, etc. report; guidebooks and travel literature.

c. Primarily for entertainment

In this writing, the main purpose of writing is to entertain the readers such as light magazines, comic strips, fiction books; poetry and drama; newspaper features; film subtitles; games; including computer games.

These different purpose for language will be reflected in the texts through which the functions are realized: letters have different characteristics from newspaper editorials, which have different characteristics from poem, and soon.

6. Strategy in writing Process⁵²

a. Pre-writing Strategies

- 1) Formulate topic before writing
- 2) Considers approach to topic
- 3) Discusses topic for writing
- 4) Outlines or make schematic organizer

b. Writing Strategies

- 1) Monitors writing (rereads, review, backtrack)
- 2) Uses adaptive technique (e.g. skip word, makes substitutions)

c. Post-writing Strategies

- 1) Edits (word-level changes)
- 2) Revises (sentences-level changes)
- 3) Rewrites (competition-level change)
- 4) Gets feedback from other

d. Application and Interest

- 1) Write to pleasure
- 2) Uses writing to communicate
- 3) Actively seeks guidance in writing activities
- 4) Write in subject other than language arts
- 5) Participates in discussion about writing
- 6) Share writing with other

⁵² O'Malley, Authentic Assessment for English Language Learners,(USA,1996),149.

7) Edits writing other.

C. Teaching Writing

1. Definition of Teaching Writing

The most important reason for teaching writing is a basic language just as important as speaking, listening, and reading. Through writing, English language learners are able to convey message to the readers across places and time using a written form EFL.

Concern with the teaching of writing goes back thousands of years. However, up until the early twentieth century, writing instruction was based on somewhat rigid set of assumptions: good writing was done from a setoff rules and principles, the teacher's duty was to relate these rules, and students then wrote in response to selected written texts, following the rules of good writing. A student essay was the graded for its grammatical accuracy and correct organization as well as content.⁵³

Trends in the teaching of writing in ESL and other foreign language have, not surprisingly, coincided with those the teaching of other skill, especially listening and speaking. You will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980's, teachers learn more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of

⁵³ David, Nunan, Practical English Language Teaching (New York: McGraw Hill, 2003), 89.

linguistic communication, and how to capitalize on learners' intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts.⁵⁴

The teaching of writing should be done integrally. So writing is also while reading, speaking and listening is given. In teaching, writing be developed with other activities for variation such as Games, Puzzle, Quizzes, Filling in Form, Card Sort, Writing Paragraph Based on Pictures, News Paper, Magazine, Articles, Advertisements, etc. In teaching writing the teacher can apply suitable technique.

Here are the following aspects of teaching writing junior high school⁵⁵:

- a. Copying the simple sentence that has been just learned in spelling punctuation correctly.
- b. Writing the simple sentence.
- c. Completing the simple sentence.
- d. Making the compound sentence.

While the technique of teaching writing for students learning activities are follow⁵⁶:

- a. Note taking
- b. Letter writing
- c. Story or telling

⁵⁴ J.B. Heaton, *Writing English Language Tests* (New York: Longman, 2000), 335.

⁵⁵ Iskandarwassid, Dadang Suhendar, *Strategi Pembelajaran Bahasa*, 292.

⁵⁶ *Ibid*, 293.

- d. Describing thing, person etc
- e. Completing form
- f. Sentence building
- g. Paragraph building
- h. Completing sentence by cards
- i. Etc.

2. Principle of Teaching Writing

The following are a few principles that every teacher should consider while planning a course, whether it is a writing course, or a course in which writing will play a part. These principles can (and should) be adapted to the many different learning situations.⁵⁷

a) Understanding students' reason for writing

The greatest dissatisfaction writing instruction comes when the teacher's goals do not match the students', or when the teacher goals not match those of the school or institution in which the students work. It is important to understand both and to convey goals to students in ways that make sense to them.

b) Provide many opportunities for students to write

Writing almost always improves with practice. Practice writing should provide students with different types of writing as well. Short responses to

⁵⁷ David, Nunan, Practical English Language Teaching (New York: McGraw Hill, 2003), 92-94.

reading, journal entries, letter writing, poetry, and any type of writing find useful in class should be practical in class.

c) Make feedback helpful and meaningful

Students crave feedback on their writing, get it doesn't always have the intended effect. Feedback should not entail "correcting" a student writing. In order to fosters independent writers. Teacher can provide summary comments that instruct students to look for problems and correct them on their own.

d) Clarify for teachers and for students, how their writing will be evaluated

Students often feel that the evaluation of their writing is completely subjective. In this section, students will know what happen with their writing activities.

Bram states that there are five characteristics of writing. They are unity, support, coherence, sentences skills, and cohesion. The clear explanation as follow:

a) Unity

The word 'unity' is synonymous with oneness. All sentences in a paragraph should focus on the one thing expressed in the topic sentences: all of the sentences stick together. Unity can achieved as long as the paragraph has a good, clear topic sentence.⁵⁸

⁵⁸ Barlin Bram, Write Well: Improving WritingSkill, (Jogjakarta:Penerbit Kanisius,1995),20.

b) Support

The writer tell us repeatedly that sulking blaming others, and trying to understand the reason behind the disappointment are the reactions people have to a letdown.

c) Coherence

Coherence plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly connected ideas. Each sentence moves on naturally.⁵⁹ In coherent paragraph, the ideas arranged logically. The ideas and sentences are in an order that makes sense to the reader. If the ideas logically arranged, the reader can easily follow the progression of ideas.

d) Sentences skills

If you can find and explain, beefy the twenty sentence skills mistakes made in the first essay use the space provided.

e) Cohesion

The reader will able to follow a paragraph easily if the paragraph flows smoothly. This means that one sentence leads easily into the next sentence: the sentence are well connected. This characteristic of a paragraph called cohesion. There are a number of ways to increase the smooth flow of paragraphs.⁶⁰

⁵⁹ Ibid,21.

⁶⁰ Mary K Ruetten, Focus On Writing, (Singapore: Learners Publishing Pte Ltd, 2004),16.

3. Component of Teaching Writing

The teaching English has gone through many phases over the years, with various methods being hailed as the solution to improving literacy levels. Teaching is not only a job of work. A teacher is changed with waking students to the nature of reality, providing rigorous introduction to a certain discipline, and creating an awareness of their responsibility. There are five component of teaching writing:

a. The Goal of teaching writing

Writing has some goals that students or writers want to achieve. The fundamental goals of writing is to express ideas, feeling and thought in the written form. Likewise, an expert assumes that purpose of the writing is the expressions of ideas, the conveying of message to the reader. So, the ideas themselves should arguably be seen as the most important as react of the writing. The goals of writing are:⁶¹

- Expressing ideas and persuasive in written form.
- Describing person, an object, a place, etc.
- Defining a concept or an idea and interpret it with examples
- Telling story or sequence of events
- Discussing or arguing a topic as an article
- Reporting an event, an experiment, or a scientific fact

⁶¹ Jennings, Literacy and the Key Learning Areas: Successful Classroom Strategies, 1998.

- Teaching the written discourse of English.

The general purpose of piece of writing affects the language and sometimes, the structure. It many intend to intimidate or to make the reader sympathize or be angry the reader and etc with exaggerated language.

b. Material of teaching writing

Material are usedby the teacher as different ways to help the students in learning process. It is supported by Edge said, "Mterials exist in order to support learning and teaching, so they should be designed to suit the people and the processes involved".⁶² It means that in teaching and learning process need the materials, so the two of them are relation.

Teaching material is one of the important aspects in English teaching programs. From textbooks, videos, pictures from internet, teachers rely greatly on a diverse range of materials to support teaching and learning process.

c. Strategy of teaching writing

Strategies are specific methods approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Oxford and Ehrman defined second language learning strategies as "specific actions, behaviors, steps, or technique used by students to enhance their own learning". They are contextualized "battle plans" that might vary from moment to moment, or

⁶² Julian Edge, Essential of English Language Teaching.(London: Longman,1994),9.

from one situation to another, or even from one culture to another. Strategies vary within an individual⁶³.

d. Media of teaching writing

The teacher and learner need a media to support the teaching and learning process. The media used in teaching learning process should be suitable with the situation and conditions, and balance with the students' ability.

According to Bowker, the media is usually defined as asset of tools that include television, film, video, photography, popular music, printed materials, books, comics, magazines, and the press, and computer software⁶⁴. Gerlach and Ely state that "A medium, conceived is any person, material or event that establish condition which enable the learner to acquire knowledge, skill, and attitude"⁶⁵. So, media are not only tools, like TV and radio as mediator, but also human/person, discussion, simulation and etc. that can convey the knowledge as learning sources to change attitude and increase the students' skills.

⁶³ H. Douglas Brown, *Principle of Language Learning and Teaching*, (Englewood Cliffs: Prentice Hall Regent, 1994), 118.

⁶⁴ Andrew Goodwyn, *English Teaching and Media Education*, (Philadelphia: Open University Press, 1992), 28.

⁶⁵ Wina Sanjaya, *Strategi Pembelajaran, berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2008), 163.

e. Evaluation of teaching writing

Evaluation is an intrinsic part of teaching and learning.⁶⁶ Evaluation can be defined as the systematic gathering information for the purpose of making decisions. Evaluation, therefore, does not necessarily entail testing. Tests are often used for pedagogical purposes, either as means of motivation students to study, or as means of reviewing material taught, in which case no evaluative decision is made on the basis of test result.

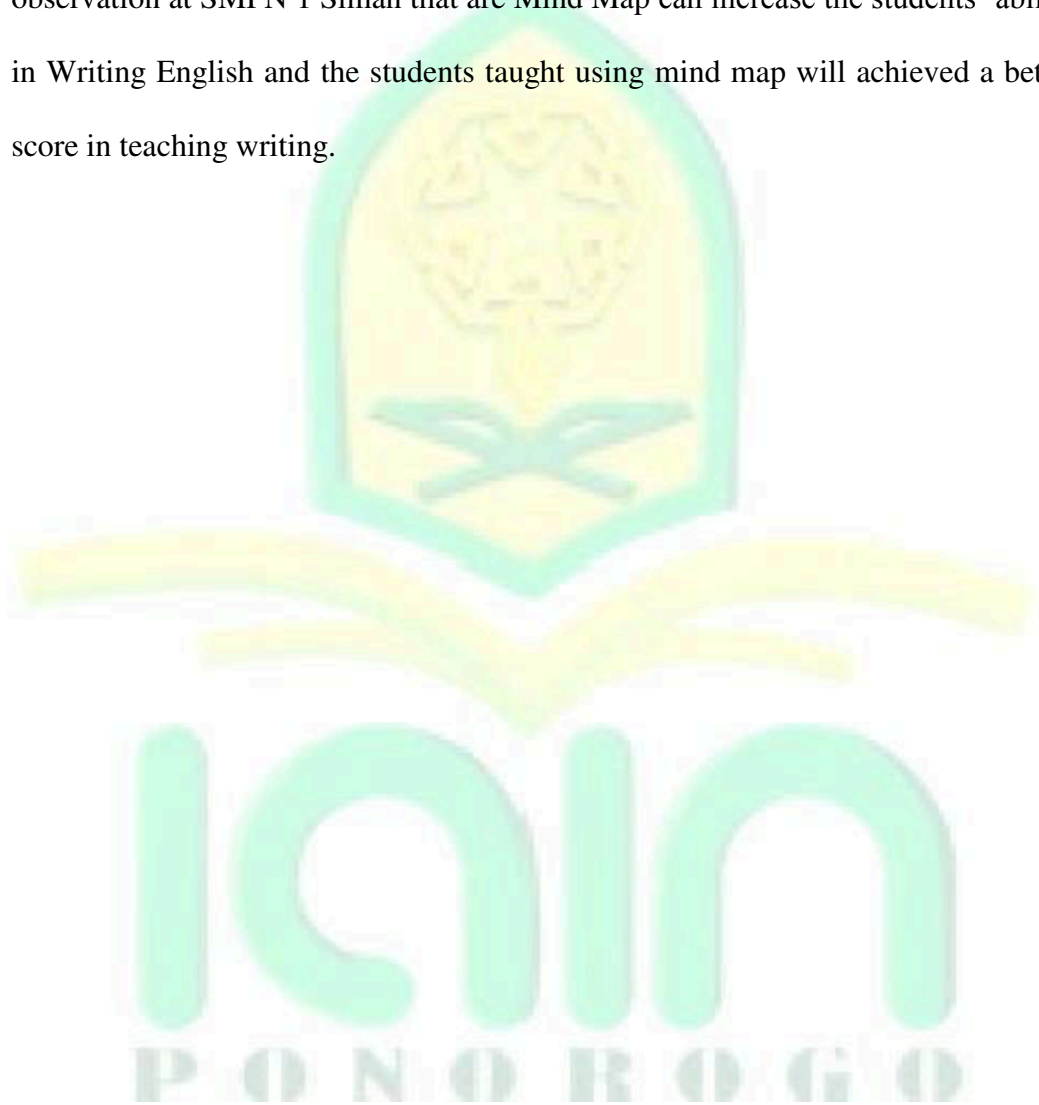
The researcher conducts the writing test to measure how far the students' writing skill. The writing test that is conducted after the teacher explains material in the learning process.

D. Previous Study

The research about writing by Unik Amimatul Maghfuroh "Implementation of EGRA Technique in Teaching Writing Recount Text at the Tenth Grade of Ma'marif Plumpung in Academic Year 2015/2016" writing skill can influence the students' learning in teaching writing competence. Therefore, the researcher wants to investigate (1) the writer during the action showed that the students were felt happy, relax, enthusiastic, and spirit during teaching learning process and (2) the teachers' response about the implementation of EGRA technique was positive and it would be an alternative technique in teaching writing.

⁶⁶ Pauline Rea-Dickins and Kevin Garmaine, *Evaluation*, (Oxford University Press, 1992), 3.

The second of previous study take from thesis by Wahyu Isnani with the title “The Effectiveness of Using Mind Map in teaching Writing at Eighth Grade of SMPN 1 Siman in Academic Year 2013/2014”. From the interview and observation at SMPN 1 Siman that are Mind Map can increase the students’ ability in Writing English and the students taught using mind map will achieved a better score in teaching writing.



CHAPTER III

RESEARCH FINDINGS

This chapter presents data description and research findings that have been collected. In this research, collecting of data is conducted through documentation observation and interview. The documentation is conducted to the data profiles about research location SMPN 1 Balong Ponorogo. The observation is conducted by observing the students' writing skill at SMPN 1 Balong Ponorogo. The interview is conducted to the English teacher of SMPN 1 Balong Ponorogo and the students of VIII-H grade. The following is the research location and data description that have been collected.

A. Research Location

1. The Historical Background of SMPN 1 Balong⁶⁷

SMPN 1 Balong was established in 1983. Previously, SMPN 1 Balong just had three classes; those are class 1, class 2, and class 3. At the beginning, of SMPN 1 Balong does not have its own building. The building used first is building of SMP PGRI 1 Balong. It is located in the north of the Balong crossroad, in the south field of Jepun Balong. For three years, this building occupied to teaching and learning process.

⁶⁷ Look at Documentation transcrip number: 01/D/19-V/2015

In 1986 the school building that will be occupied by SMPN 1 Balong have been finished. The school was moved to a new building which is in the east of the Balong crossroad, Karangany Village, Balong District. The building of SMPN 1 Balong just had some classes, but from year to year increased and in 2011 the school has 20 classrooms with 24 students for each class.

To repair the education quality, based on Permendiknas No. 15 Thn. 2010 about minimum service system. The standard of minimum system is performance of basic education service through formal education stripe that organized by district or city. Finally, in 2010 SMPN 1 Balong change the status became SSN (Sekolah Standart Nasional).

2. The Geographical Location of SMPN 1 Balong

SMPN 1 Balong located at ⁶⁸

Street : Diponegoro

Number : 93

Village : Karangany

Sub district : Balong

Regency : Ponorogo

Province : East Java.

It takes along 13.470 M at strategic area. To visit and reach this school very easy because it is located on Edge Street.

⁶⁸ Look at Documentation transcrip number: 02/ D/ 19-V/ 2015

3. The Vision and Mission of SMPN 1 Balong

The Vision of SMPN 1 Balong is faithful, disciplined and achievement.

SMPN 1 Balong has some missions to create those visions. They are:⁶⁹

- a. Growing total comprehension and experience toward religion and culture so its become source of wisdom in doing something.
- b. Create a conducive and dynamis work atmosphere in applying school's role, also create discipline feeling in working.
- c. Doing an effective teaching and learning so every students can improve optimally based on their own potential and ability
- d. Growing discipline feeling, spirit and become excellent students.
- e. Motivate and help students to know their own potential and ability so they can improve optimally.

SMPN 1 Balong has 579 student and 45 teachers. Besides that, there are 24 classroom and 18 official employees that standing for teaching and learning at SMPN 1 Balong.

B. Data Description

1. The Process of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

Applying of technique three phase in teaching of writing, the English teacher at the eighth grade of SMPN 1 Balong also need some steps. The stepare as follows:

⁶⁹ Look at Documentation transcrip number: 03/ D/ 19- V/ 2015

The first research was conducted on 19 May 2015, 10.00 a.m. this research focused on the observation about three steps of the teaching program. They were preparation, classroom performance and teaching evaluation stated as follows:

a. Preparation

In the preparation, the teacher prepared about everything in teaching learning process of english.⁷⁰

1. Preparing the material

The teacher prepared the material includes short video that was be used as one media to make recount text sentence and prepared the example of recount text.

2. Establishing Instructional purpose

The teacher establish of applies multimedia and technique in teaching writing recount text is to made students understood especially in teaching writing.

3. Preparing the lesson plan, RPP and Syllabus

The teacher prepared short video as media to deliver the material to the students. The teacher also prepared lesson plan/RPP and Syllabus to reach the instructional goal and not out of context from the material.

⁷⁰ Look at interview transcript number: 01/ 26- I/ 26 – V/ 2015

b. Classroom Performance

Teaching writing on recount text by using technique in the eight grade student of SMPN 1 Balong is started by the teacher enters the classroom, greeting to the students and then check attendance list of the students to know who was absents that day and asks to the students about previous lesson.

Then, the teacher introduction new topic of lesson. The topic for that day about recount text. The teacher writes the title of material in blackboard, and then the teacher give explanation of recount text the material slowly using english language and the students paid attention. The teacher given an example of material (observe the apperance of the students' experience in short video). So that, the students are easier to understand the material and interest in follow the english learning.⁷¹

Then, the teacher divides lesson materials. Teacher asks some the students to read the text recount material that has been given and the other students listen. The teacher and the students are question answer about to the materials. The teacher explains to the students how to write the text recount. The students make a text recount about the experiences.

The post activity is the activity which is done by the teacher after the teaching and learning process occurred. In the last activity, the teacher summarized teaching and learning process. There are: Teacher asked some

⁷¹ Look at observation transcript number: 02/O/19-V/2015

questions to the students about the difficulties during performed the materials in front of the class. Besides, teacher summarized the materials this meeting and explained the activity next meeting. Then, teacher dismissed the class after gives some motivation.

c. Evaluation

To know the result of teaching and learning process, the teacher do evaluation for learning activities. The english teacher collected the score of the students from the attitude of the student while the teaching learning process adss with the result of student's score from the student's worksheet and question-answer, it also exercise and test. From student's worksheet, the teacher can be evaluate the teaching students writing increase.⁷²

From the observation above can be conducted that the evaluation almost take from the attitude, exercise and test result of the students in the class. remedial test also construc to give the students the opportunity to repair their score.

2. To Development the Component of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

The researcher uses an interview method for collecting data and getting information about to development the component of teaching writing at SMPN

⁷² Look at observation transcript number: 02/O/19-V/2015

1 Balong Ponorogo in academic year 2014/2015 with the English teacher of SMPN 1 Balong Ponorogo.

The English teacher thinks that develop the component of teaching writing can support the students' improvement. And with develop the component of teaching writing makes students learn English easier. Besides that, the teacher should use the component of teaching writing to attract the student's interest. The component of teaching writing in class VIII-H SMPN1 Balong are as follow:

a. The goal of teaching writing

According to the Mr. Tono, the goal of teaching writing at the eighth grade students are:⁷³

“To provide the students with learning that can development the teaching students' writing, Increase the students' vocabulary, knowing about structure and make students can create paragraph in the form of text. To know student' understanding about recount text and can writes the english language with correct”.

The teacher establish of applies multimedia and technique in teaching writing recount text is to made students understood especially in teaching writing. The teacher as one of components of teaching must have created effective learning. The teacher motivates student to inquire, and change skills, attitude, and knowledge uses all of them.

b. Material of teaching writing

⁷³ Look at interview transcript number: 02/ 26 – I/ 26- V/ 2015

The teacher uses any kinds of material to development the teaching writing in SMPN 1 Balong. The result of interview with Mr. Tono as follow:⁷⁴

“usually I used the material that suitable with the syllabus and RPP, But I explained the material using english as language and to help students are easier to understand, I presentation material in power point slide form and suitable pictures with material.”

The teacher have trick to getting good grades students in the teaching writing. Besides that, the teacher also has to know the capabilities of each individual student. The teacher attention the students work, whether is suitable with the structure and component in teaching writing or not. The students must study hard. So, with that the students score can be improved little by little.

c. Technique of teaching writing

The teacher uses any kinds of technique to development the teaching writing in SMPN 1 Balong. The result of interview with Mr. Tono as follow:⁷⁵

“ I using technique in order to the students more interest and help them are easier in do the task when learning process. The using of technique can increase expression ability’s students.”

⁷⁴ Look at interview transcript number: 02/ 26 – I/ 26- V/ 2015

⁷⁵ Look at interview transcript number: 02/ 26 – I/ 26- V/ 2015

Thus, three phase technique is applied because can help students to write English word correctly. From statements above can be known that three phase technique also has many advantage in english teaching.

d. Media of teaching writing

The teacher and learner need a media to support the teaching and learning process. Media are not only tools, like TV and radio as mediator, but also human/person, discussion, simulation and etc. that can convey the knowledge as learning sources to change attitude and increase the students' skills.

According to the Mr. Tono, the media of teaching writing at the eighth grade students are:⁷⁶

“ I usually the media used in teaching learning process should be suitable with the situation and conditions, and balance with the students' ability. Often, I also not used media in the teaching learning process.”

e. Evaluation of teaching writing

In teaching learning process evaluation always needs to know the result of learning process. Fromthat reason, English teacher of SMPN 1 Balong use evaluation. The result of interview with Mr. Mistono is as follow:⁷⁷

“in the last teaching learning process, I always do assessment. I give the assessment for the students to give opinion about something in written. To assessment, I

⁷⁶ Look at interview transcript number: 02/ 26 – I/ 26- V/ 2015

⁷⁷ Look at interview transcript number: 02/ 26 – I/ 26- V/ 2015

usually use non weighted rubric. This types of rubic provides descriptions of writing quality by level across other writing critea. From here, I can evaluate the students' ability increased.”

The teacher gave the evaluation to the students about the material. Teaching and learning need to be evaluated. Evaluation conducted to determine the results of learning process. In evaluating the teacher colleted the score of the students from the student's worksheet.

3. The Evaluation of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

The research also use interview method for collecting data conducted through verbal communication with the English teacher SMPN 1 Balong Ponorogo. The interview has a goal of getting about the scope of the evaluation of teaching writing to the VIII-H grade students of SMPN 1 Balong Ponorogo.

There is a fact that some students who have bad school grades, they have a less writing English skill. There is seeing from the value of students. The students think that teaching writing is very difficult. Because little vocabulary that they have to combine every word in the teaching writing.

From that reason, English teacher of SMPN 1 Balong use evaluation. The result of interview with Mr. Mistono is as follow:⁷⁸

“In evaluating, we collected the score of the students from attitude of the student while the teaching learning process. The score take from the students' ability in using target language during the lesson. Then the score adds eighth the result of students score from the question-answer and the students' worksheet.”

⁷⁸ Look at interview transcript number: 03/ 26 – I/ 26- V/ 2015

In evaluating the learning process the teacher need the student as subject. From the observation and interview about can be conducted that the evaluation. In the last teaching learning process, teacher gave assessment for the students to give opinion about something in written. Almost take from the attitude, exerciese and test result of the students in the class.

The result of interview with Mr. Mistono is as follow:⁷⁹

“In the last teaching learning process, I always do assessment. I give the assessment for the students to give opinion about something in written. To assessment, I usually use non weighted rubric. This types of rubic provides descriptions of writing quality by level across other writing critea. From here, I can evaluate the students’ ability increased.”

The English teacher in SMPN 1 Balong use uses type of non-weighted rubic. This type of rubic provides descriptions of writing quality by level across other writing criteria. The teacher also gives the students opportunity to repair their score through remedial test.

⁷⁹ Look at interview transcript number: 03/ 26 – I/ 26- V/ 2015

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher discussed the result of the research based on the statement of the problem. The result of the research is taken from the result of the observation, interview, and documentation. The researcher discusses the result of the research which was done in VIII-H class at SMPN 1 Balong Ponorogo in academic year 2014/2015. The discussion gives explanation:

A. To Describe of The Process of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

The process of teaching writing to the VIII-H class students of SMPN 1 Balong Ponorogo in academic year 2014/2015 has a goal to provide the students with instructional materials as aids to effective English writing teaching. The materials is called technique in the form of three-phase used to promote meaningful mastery writing of recount text.

The technique three-phase in the process of teaching writing also has a goal to stimulate the students' thought, feeling, and attention. It is applied to make teaching English writing is more exciting. It used to bridge the material about students' experiences to make recount text individually. The technique three-

phase in teaching English writing is expected to give the students new experiences in attending classroom activities.

In technique three-phase, teacher has improved the material with question-answer. It used to make students more enjoy and absorb the material directly. the teacher divides lesson materials. Teacher asks some the students to read the text recount material that has been given and the other students listen. The teacher and the students are question answer about to the materials. Teacher explains to the students how to write the text recount. The students make a text recount about the experiences.

To know the result of teaching and learning process, the teacher do evaluation for learning activities. The english teacher collected the score of the students from the attitude of the student while the teaching learning process adss with the result of student's score from the student's worksheet and question-answer. From student's worksheet, the teacher can be evaluate the teaching students writing increase.

The researcher is interesting with the middle and low level of the class. She observes that the low level students can write English using three phase technique. She not expects that the low level students can practice the expression of offering and asking equal with the middle level and moreover with high level. There are students that have poor skill in English shows their ability in writing.

Refers from the students' enthusiasm with this activities can be known that teaching writing in SMPN 1 Balong is successful. Almost all of the VIII-H grade

students write about their experiences. They are very active to write in the form of recount text.

Based on the explanation above, it can be concluded that the process of teaching writing to the VIII-H class students of SMPN 1 Balong Ponorogo in academic year 2014/2015 suitable with goal of national education, goal of institution, goal of learning and teaching process, syllabus, and goal of lesson plan.

B. To Describe of To Development the Component of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

Simple and suitable with the material, are the reasons of to develop the component of teaching writing to the VIII-H class students of SMPN 1 Balong Ponorogo in academic year 2014/2015. To develop the component of teaching writing that being qualified component must have some characteristics such as authentically describing situation, having simple composition, describing gesture of an activity, and they are much better made by students themselves. It is simple and low-cost.

To advance a teacher's quality development and professionalism, a teacher is demanded to be dexterous. One of the ways is having a capability in measuring the students' competence. In teaching and learning process, a teacher is not only concerned with the instruction, but also concerned with the other aspects like

designing syllabus; developing teaching aids; applying method and approach of teaching; and providing evaluation.

The teacher as one of components of teaching must have created effective learning. The teacher motivates student to inquire, and change skills, attitude, and knowledge uses all of them. The component of teaching writing based on theory (Chapter II pages 31):

1. The goal of teaching writing
2. Material of teaching writing
3. Strategy of teaching writing
4. Media of teaching writing
5. Evaluation of teaching writing

The component of teaching writing based in SMPN 1 Balong:

1. The goal of teaching writing
2. Material of teaching writing
3. Strategy of teaching writing
4. Media of teaching writing
5. Evaluation of teaching writing

From the explanation above can be concluded that there are not differentiate between theory and practice. So, the teaching and learning process can be run in accordance with desired goals. To develop of teaching writing at SMPN 1 Balong is going according to existing theory. Not only the component

of teaching writing just to be in accordance with the theory but in other the component of teaching as well. So that students can improve their teaching.

C. To Describe of The Evaluation of Teaching Writing to the VIII-H Grade Students of SMPN 1 Balong Ponorogo

A teaching and learning need be evaluated. Evaluation conducted to determine the result of learning process. Evaluation is gives in front oral presentation or oral performance, writing and listening which evaluated doing manner oral.

The teacher needs adapted with the student' skill and using a technique agrees with material of lesson, in order to successful of teaching it. The students' ability at SMPN 1 Balong Ponorogo in English language still not very good especially in teaching writing.

To know the result of teaching and learning process, the teachers do evaluation for learning activities. The English teacher do evaluation for learning activities. The evaluation gives to students in form of test, this is done of essay and cloze procedure. This test, the students learn to write english with grammatically correct.

So, the english teacher collected the score of the students from the atitude of the students while the teaching learning process adds with the result of student's score from the student's worksheet and question-answer, it also

exercise and test. From student's worksheet, the teacher can be evaluate the teaching students writing increase.

According david nunan, to evaluating the student's worksheet, there are three general types of rubics that can for assignments. They are non-weighted rubic, weighth rubic, and holistic rubic. The English teacher in SMPN 1 Balong use uses type of non-weighted rubic. This type of rubic provides descriptions of writing quality by level across other writing criteria. The teacher also gives the students opportunity to repair their score through remedial test.

From here, can be take conclusion that the technique in teaching of writing at SMPN 1 Balong caan made the students understand the material and give a variety of stimuli to the students. It means the students just viewer from what is teacher presented.

CHAPTER V

CLOSING

A. Conclusion

After having discussion in the previous chapter, the researcher summaries about the result of the discussion based on the statement of the problem follows:

1. The process of teaching writing to the VIII-H grade students of SMPN 1 Balong Ponorogo divided into three steps; preparation, classroom performance and evaluation. The teacher prepared lesson plan, prepared material (book, picture, and video), prepared worksheet, and prepared student evaluation. Classroom performance consist of the teacher is greeting to the students and then check attendance list of the students to know who was absents that day and asks to the students about previous lesson. Then, the teacher introduction new topic of lesson. The teacher writes the title of material in blackboard. The teacher given an example of material. Then, the teacher divides lesson materials. The teacher explains to the students how to write the text recount. The students make a text recount about the experiences. In last time, the teacher summarizing the learning process, the teacher dismissed the class after gives some motivation. To evaluation, The english teacher collected the score of the students from the attitude of the student while the teaching learning process adss with the result of student's

score from the student's worksheet. For assessment, The English teacher in SMPN 1 Balong use uses type of non-weighted rubric.

2. To develop the component of teaching writing to the VIII-H grade students of SMPN 1 Balong Ponorogo ; The teacher as one of components of teaching must have created effective learning. The teacher motivates student to inquire, and change skills, attitude, and knowledge uses all of them. The component of teaching writing based on theory: (1) The goal of teaching writing, (2) Material of teaching writing, (3)Strategy of teaching writing, (4) Media of teaching writing, (5) Evaluation of teaching writing. The teaching and learning process can be run in accordance with desired goals.
3. The evaluation of teaching writing to the VIII-H grade students of SMPN 1 Balong Ponorogo; The English teacher in SMPN 1 Balong do evaluation for learning activities. The evaluation gives to students in form of test, this is done of essay and cloze procedure. This test, the students learn to write english with grammatically correct.

B. Recommendations

Based on the result of this research, some recommendations are enclosed as follows:

1. To teacher

Using various kinds of teaching technique may provide the students with new experiences in the teaching-learning process. Teachers are suggested

to vary the way they teach by using the teaching technique that is suitable with the educational objectives will be achieved.

2. To institutions

Institutions are recommended to motivate teachers to use various kinds of teaching technique and well reverences.

3. To students

Students are suggested to participate in attending classroom in which various kinds of teaching technique used. It may give them new experiences and help them understand the materials more easily.

4. To readers

The result of this research is only focused on writing skill in teaching English writing. Readers are suggested to analyze writing skill of the other technique.

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