



**A STUDY ON TEACHING WRITING TO THE SEVENTH
GRADE STUDENTS OF SMPN 1 GROGOL
IN ACADEMIC YEAR 2014/2015**

THESIS



BY:
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A STUDY ON TEACHING WRITING TO THE SEVENTH GRADE STUDENTS OF SMPN 1 GROGOL IN ACADEMIC YEAR 2014/2015

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ABSTRACT

FITRI ERNAWATI, 11.1.01.08.0081: A STUDY ON TEACHING WRITING TO THE SEVENTH GRADE STUDENTS OF SMPN 1 GROGOL IN ACADEMIC YEAR 2014/2015, THESIS, FACULTY OF TEACHING TRAINING AND EDUCATION UNIVERSITY OF NUSANTARA PGRI KEDIRI, 2015.

Writing is one of difficult skills which to product something in written. In learning writing need good written because writing is process how we draw our mind. Nowadays, curriculum in Indonesia uses Curriculum 2013. In Curriculum 2013 the teacher must have good skill and knowledge in writing and how to apply process of scientific approach consist of observing, questioning, exploring, associating, and communicating. The purpose of this research is to describe how the teacher teaches writing of descriptive text based on the Curriculum 2013 to the seventh grade students of SMPN 1 Grogol in academic year 2014/2015.

The research uses case study method and it branches of qualitative research. Subject of this research is the teacher which she has good ability and interest way to teach her students. The researcher chosen class VII-C because that class is more active in English than other class. The researcher observes during teacher's preparation until the teacher give evaluation.

The result of the research showed that there were some facts in researcher's finding. First, the teacher had good preparation before such as syllabus, lesson plan, media, students' worksheet, book that she used in teaching learning process, handout, and she also prepared rubric scoring in descriptive text especially about animal like she gave warming up before going to main material. Second, based on Curriculum 2013 the teacher applied scientific approach that used in Curriculum 2013: observing, questioning, exploring, associating, and communicating. She had to give stimulation to her students and feedback through questioning and communicating steps.

It could be concluded that the teacher actually has good in teaching writing based on Curriculum 2013 but she should give more stimulation to her students and manage the time to give feedback in the end of the class.

Keywords: Writing, Teaching Writing, Curriculum 2013

I. Introduction

Writing is one of four skills in language use. In learning writing need good written because writing is process how we draw our mind. Harmer (2001:79) says "By far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading". Writing is also a complex activity that draws on the mind, imagination, feelings, and other context. Kendall (2006:37) says "Writing is all about making meaning". It means what people's mind can apply in their written.

English has been learned by the students since they were in the basic level of education. In Junior High School, English is used as students' basic foreign language like in the seventh grade. English has four skills such as listening, speaking, reading, and writing. In seventh grade, their writing skill is taught by the teacher like grammatical, vocabulary, spelling, and punctuation. Nowadays, curriculum in Indonesia uses Curriculum 2013.

Based on Curriculum 2013, teaching writing in Junior High School is important beside orally. The teachers must have skill and good knowledge in writing. Teaching writing is effective if the teachers use their strategy while they teach writing.

In Junior High School have been make Curriculum 2013 which is this

curriculum uses Scientific Approach, the process of its consist of observing, questioning, exploring, associating, and communicating. As process to improving quality of Indonesian students in Curriculum 2013 the government uses spiritual, attitude, knowledge, and skill aspect in assessment.

One of the writing skill products is descriptive text on the seventh grade students. The teacher should make good material to improve the students' ability in writing aspect and the teacher can teaching the material depend on Curriculum 2013.

This research focuses on how the teacher applies teaching writing in descriptive text on Curriculum 2013 and the purpose of this study is to describe how the teacher teaches writing of descriptive text based on the Curriculum 2013 to the seventh grade students of SMPN 1 Grogol in academic year 2014/2015. Based on Materi Pelatihan Guru Implementasi Kurikulum 2013 (2013:155) states:

Pendekatan ilmiah (scientific approach) dalam pembelajaran semua mata pelajaran meliputi menggali informasi melalui pengamatan, bertanya, percobaan, kemudian mengolah data atau informasi, menyajikan data atau informasi, dilanjutkan dengan menganalisis, menalar, kemudian menyimpulkan, dan mencipta.

It means that Curriculum 2013 has five steps such as first is observing like the teacher give brainstorming to her students. Second step is questioning, this step is the students ask what they don't understand about the material. Third step is exploring, the teacher give task to the students like the students must do the experiment. Fourth step is associating, the teacher usually using grouping on their students. The students must be active than the teacher, so the teacher monitoring the students' improvement. And the last step is communicating/networking, this step is how the students communicate what have been they do.

The researcher conducted at SMPN 1 Grogol. It was located in Jl. Raya Gringging No.195, Grogol. The reason why the researcher chosen SMPN 1 Grogol for research because the researcher has been familiar with the situation in that school and there are good many things on the SMPN 1 Grogol such as the English teacher has good education which is graduation S1 English Education Department. She has been teaching more twenty years, so the teacher is really good and has much experience in teaching English. On the other hand, she got certification in year 2011. She also has good way to get attention of their students. The teacher explained the material with

interest way, so the students can solve their problem in writing.

SMPN 1 Grogol is also has good facilities in teaching learning process to improve the quality of their students. The teacher uses LCD and laptop in teaching learning process so they can use video, picture, and other strategy to teach their students. The school also has English Laboratory.

The seventh grade students consist of ten classes, they are VII A - VII J. The seventh grade good class in SMPN 1 Grogol is VII-C because this class has good score and active students in English than other class.

II. Methodology

This research approach uses case study method which this method of qualitative study is an in-depth study a specific individual or phenomena in its existing context. This research design used qualitative research. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.

The researcher is as the instrument and the collector the data. While collecting the data, the researcher is not known by the teacher whom she is as the subject of this research. The researcher is also as the whole observer to know how the teacher's preparation and teach writing in

descriptive text to the seventh grade students and how the teacher give evaluation.

The procedures of the research are the first procedure of this research decide the object of research which is the teacher of seventh grade students while teaching writing in descriptive text. And the researcher observed how the teacher teaches writing to the students. The second procedure is conducting research that held on March 2015 at seventh grade of SMPN 1 Grogol. The third procedure is collecting the data, the researcher will do observation, get data with audiovisual media, checklist, and interview to the teacher. The fourth procedure is the researchers will use qualitative as the design of this study and case study data as the method. The last procedure is writing the result of the research.

The researcher used direct observation such took video or documentation as the technique of collecting data and also interview to the teacher. On the other hand, the researcher also was use data analysis technique to organize what will the researcher do. Miles and Huberman (1984) in Sugiyono (2012:246) stated that there are three activities to analyze the data consist of data reduction, data display, and conclusion drawing/verification. The reduction data was got after collect whole of the data. The data must summarize and

the unimportant data is deleted. Here the researcher focus on the way how the teacher prepare before teach until finish teaching. The second step was display data. It helped the researcher understand to do next project. It means that the data from data reduction will organize again to get well organize data. The last step was conclusion drawing/verification. The conclusion would answer the research question.

III. Result And Conclusion

A. Result

The researcher gave interview before observation to the teacher. The researcher asked to the teacher some questions about her preparation. Based on syllabus the researcher observed during the teacher give lesson about describe animal for twice and once she gave evaluation. The observations were done three times which the researcher observed twice while the teacher taught writing especially in descriptive text “Animal” and once observed how the teacher gave evaluation in writing about describe pet. In the other word, observation is took from begin until evaluation. The first meeting was held on March 16, 2015. The second meeting was held on May 20, 2015 and the last meeting of observation for took data in evaluation

held on May 23, 2015. The researcher wrote down the result of observation in second and third meeting because of the first meeting the teacher used speaking skill whereas the researcher would observe about how the teacher taught in writing skill.

Beside of interview and observation, the researcher used documentation to complete the data. First observation of writing skill on Wednesday, May 20th 2015. The time of teaching learning process in seventh grade students are 2x40 minutes at 10.50 – 11.30 and 12.00 – 12.40. In teaching learning process of Curriculum 2013, there are three steps such as opening, core activity, and closing.

In opening, the teacher entered to the class and prepared condition to the students. The teacher began the lesson by greeting to her students and they answered the greeting enthusiastically. After greeting the teacher saw that her students already to get lesson and she try to remember to them about the previous meeting they talk about how to describe animal. In core activity of Curriculum 2013, there are five steps like observing, questioning, exploring, associating, and communicating.

Warming up is given the teacher in observing which she gave leading question to the students about animal so she says “I have an animal this is my pet for example my beloved Dedy. Dedy is an animal. This is my pet. It has long tail. It has beautiful fur, it’s white. He likes run here and here. He usually bark. What is my pet? What is it?”. The teacher asked students to guess what animal the teacher meant.

The next step is questioning. The aim of questioning is stimulate students to process critical thinking and use it to problem solving. In the other hand, the job of teacher questioning is stimulate until the student ask question to the teacher. In this step the teacher did not give stimulation to her students which it aims to know how far the students understand about material that she explained.

While teaching learning process in writing skill about describe animal, the teacher taught dominant in vocabulary because grammar and spelling have been taught in previous meeting. In this step she gave example of descriptive animal from other source and some students were asked to read aloud the text then they answered the question

to complete statements following content of the text. When they read aloud, the teacher asked to them about difficult word like synonym of word “keep = look after = take care of”, “a pair of = a couple of” and refers of pronoun. The teacher here also use mother tongue to give more understand about what she said to the students. After the students completed the statements, the teacher going on next to two task for homework although homework actually was given in the closing of lesson.

Associating step is step which the students made group for doing the task was given by the teacher. The teacher asked the students to make group, every group consist of two students (pairwork). Handout was given by the teacher contained four example of descriptive text began from easiest until the most difficult. So, the students were asked to make a text about their favorite animal like the example was given. The teacher also explained the simple differences with report text that descriptive text is more specific. After that the teacher gave question to them what they understood or not about instruction because from example the text the students can

analyze about structure of descriptive text. Time for did the task is 15 minutes.

According to Starkey (2004:2) said that freewriting is probably the best-known prewriting technique and it works well when the students has some thoughts on a topic. In finding, when the teacher saw how far her students did the task, much of them confused to arrange the text so the teacher said that they just write down what they think. Beside that the teacher also monitoring around her students and help them like how to write words or plural noun liked “100 fly – 100 flies”.

The last step of core activity is communicating which the teacher planed that the students can perform in front of the class but the time is up so she gave instruction to the students to collect the task to her. And she said greeting “Good afternoon, see you next days. Bye-bye”, and she remember to them that they will get final exam to next meeting

The teacher did not conclude what the material had been learnt and she gave homework on the associating step in core activity. The teacher said that next meeting they

would get final exam in writing skill of descriptive animal material.

Second observation is evaluation which she gave evaluation in the last meeting of descriptive animal topic. Evaluation was held on Saturday, May 23th 2015 at 8.40 – 9.30. Before given test, the teacher prepared blueprint and rubric scoring of writing skill. She gave short instruction to her students. She used essay to give the test. The instruction of the test says “Make a short description text of a pet at least 75 words”. The time of test was 2x40 minutes.

B. Conclusion

The researcher concluded that the teacher had good preparation before she taught material about describe animal such as syllabus, lesson plan, media, students’ worksheet, book that she used in teaching learning process, handout, and also rubric scoring.

Kind of this research is qualitative research which in this case is a natural method based on the facts that happened in the field naturally. Those facts are about how the teacher taught material about descriptive text especially in

writing skill until she gave evaluation. There are several facts can be concluded by the researcher from research finding.

First is about the teacher, the teacher had good preparation before she taught. She gave simple warming up to the students before going to main material. Besides that, she can manage the class as well as. Second is about material. Based on the fact while the teacher taught writing skill especially in Curriculum 2013 she should gave more previous material on the last meeting before that she had taught about vocabulary, spelling, punctuation, and grammatical to make the students’ respond about how to describe animal. Third is about teaching learning process. Based on finding, the teacher is less to apply in Curriculum 2013 because some steps of there she did not use it likes questioning and communicating. Questioning is important part because it gave stimulation to the students and to know how far the students understood about the material. In communicating step, the teacher planed that the result of task which every group should presented their writing about their favorite animal

in front of class did not done because time was up. The last is evaluation. Evaluation is given at the end of teaching learning process as a test for the students to measure their writing skill about how describe animal. The written test is essay.

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