

# ARTICLE

## **TEACHING WRITING TO THE TENTH GRADE STUDENTS AT SMA NEGERI 1 PACE ACADEMIC YEAR 2016/2017**



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### ABSTRACT

Writing is one of abilities to communicate mind or ideas though written form. It is needed by the students to complete in work assignments and written tests. Moreover, the English teacher should provide a material which is suitable with the students' level and should use interesting strategy to improve students enthusiastic in learning English. This study aimed to describe the implementation of teaching writing to the tenth grade students which covers the procedures of teaching writing, the material used, and the strategy for engaging students in writing. This research design is descriptive qualitative which focus on the English teacher's activities during teaching learning process. The data were gotten from observation, interview the teacher, and documentation. Furthermore, the data analysis techniques are data reduction, data display, and drawing conclusion. The results of the research showed that in teaching writing, the teacher uses three phase techniques. The material taken from textbook which used self introduction as a topic and the teacher added the material by giving students' worksheet. In order to successful in delivering the material, the teacher uses guided writing strategy to engage students in writing. It could be concluded that the teacher actually has good capability to manage classroom that was used work in pairs by using guided writing strategy. This strategy can develop the students' confidence and they become more active in the class so that they can understand the material easily. Therefore, it makes the teaching learning process run well and the goal of the lesson was achieved.

**KEYWORD:** Teaching Writing, Material, Strategy for Engaging Students in Writing.

### I. INTRODUCTION

Writing is one of abilities to communicate mind or ideas though written form. It helps the writers to put their thought into words in meaningful form and mentally interact with the message. By writing, the students can express their ideas, feeling, and experiences to others according to a certain purpose of place,

time, and situation. Besides, writing can encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004: 38).

In addition, Harmer (2007: 265) states that writing is considered as a productive

skill along with speaking. When the students deal with language production, they should use their knowledge to produce the language to achieve a communicative purpose in writing form. It means that the students have to master vocabulary, know how to use grammar in making texts or sentences, how to organize their sentences coherently, and how to revise the texts or sentences for clearer meaning to make the reader understand what they write. Besides, in the context of education the students have to complete in work assignments and written tests to measure their writing ability based on their knowledge, not only from personal experiences but also previously gained knowledge of the material.

Teaching is one of the most important aspects in achieving the education goal, which includes the activity of showing or helping someone to learn how to do something, giving instruction, guiding and facilitating learning enabling the learners to learn, setting the conditions for learning, providing with knowledge, causing to know or understand (Brown, 2000: 7). Moreover, to achieve the purpose, the English teacher should understand students' characteristic, should use such kind of strategy to increase student's interest in learning English and should provide materials which is suitable with

the curriculum in teaching learning process.

In this case, many students think that writing is considered the most complicated. Richards and Renandya (2002: 303) argue that writing is the most difficult skill for second or foreign learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The students have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. It means that there are important aspects when the students write something to make a good paragraph. The next difficulties are the students are lazy to use English in writing form and they lack of vocabulary. It makes the students unable to arrange to state their ideas well and confused to start writing. And it makes them difficult to explore and express ideas into paragraph. Whereas, the English teacher just gives a situation for the students about the topic and asks them to submit their product after learning process have been done without giving clear explanation about how to make a good paragraph and the English teacher did not give feedback from the students' product. So, the students did not know their weaknesses in written form. As a result,

writing becomes boring and difficult for them.

In order to help the students' mastery in writing, the English teacher has to consider some ways to encourage students' enthusiasm in writing. Firstly, the English teacher must understand and know well that suitable materials become important tool in teaching learning process. The English teacher should provide a good material to make teaching learning process run effectively based on the students' need and ability. It is because the materials for teaching learning process have some functions such as a source, as a learning support, for motivation and simulation for the students, and also for reference for the students to add their knowledge (Evans and St. John in Richard, 2001: 251). Furthermore, in order to be good and successful teaching writing of process, the English teacher also needs a strategy to manage their class well and use interesting way to create the conducive class situation so the students will enjoy studying more and the learning goal can be achieved.

Based on the problems that are explained above, the researcher formulates the specific problem when conducted this research about teaching writing which covers the procedures of teaching writing, the material used, and the strategy for engaging students in writing. The objective

of this study focuses to describe how teaching writing is implemented to the tenth grade students at SMA Negeri 1 Pace academic year 2016/2017.

## **II. METHOD**

This research was held in SMA Negeri 1 Pace on July 2016 until December 2017. This school located at Jalan Srigading No. 1, Ds. Pace wetan, Kec. Pace Kab. Nganjuk. The subject of this study is a tenth grade English teacher of SMA Negeri 1 Pace. This study focused on the teaching and learning process in order to know what the teacher does in learning writing, the material used and the strategy for engaging students in writing. This research applied a qualitative research method by using descriptive qualitative. The data was found from observation during teaching and learning process, interview the teacher, and documentation.

In the observation activity, the researcher played a role as observer who came to the class and observed the teacher's activities as the subject of research during teaching learning process which is completing observation checklist and recording the activities without participated in the activities. Then, to support the data found from observation activity, the researcher conducted an interview in form of open ended interview



where she asked 30 questions consisting to the teacher dealing with the teacher's personal identity and educational background, and about the implementation of teaching writing which covers in the procedures of teaching writing, the material used and the strategy for engaging students in writing. The last technique in collecting the data, researcher used documentation by asking the teacher's lesson plan, students' worksheet and material used in teaching writing. The researcher also takes some picture and makes a record while the teacher was teaching in the classroom. After getting all the data, the researcher analyzed it by using three stages: (1) data reduction, (2) data display, and (3) drawing conclusion. At first, the researcher collected the needed data from observation activities, interview and documentation and then classified them based on categories; for procedures in teaching writing, for material used, and strategy for engaging students in writing. Then, researcher used essay in displaying the data and the data are also presented in a table so that it enables the researcher to make conclusion easily. And the last, the researcher merges these categories and finding the connection among the categories so that the researcher made conclusion about the finding that was

found from the field by a valid data so the conclusion that is taken is credible.

### **III. RESULT AND CONCLUSION**

#### **A. Results**

##### **1. Procedures of Teaching Writing**

In order to be good and successful in teaching learning process, the teacher should prepare the learning equipments based on curriculum KTSP which includes syllabus, lesson plan, material, media, and assessment for the lesson. It is used to guide the teacher when teaching students in the classroom so that the teaching learning process runs well based on the lesson plan. In fact, before teaching writing teacher commonly prepares lesson plan based on curriculum KTSP and also prepares students' worksheet based on the topic of syllabus. But, in procedures of teaching he was often was not suitable with his lesson plan. It is because of the situation and condition of that class.

In teaching learning process the teacher used three phase techniques in teaching writing including pre-activity, whilst-activity, and post-activity. The short description can be seen in the next explanation.

##### **a. Pre-activity**

In this procedure, the teacher commonly starts the lesson with greeting, both teacher and students take turn greeting in the classroom when

teacher said, “Good morning, students!”. The students answered “Good morning”. For the next, the teacher checked the students’ attendance by questioning who is absent today? And the students’ respond by saying “Nihil”. Then, to make the teaching learning process run well, the teacher gives a time for students to prepare themselves to follow the lesson. It is because of the situation in class was still noisy.

After that, the teacher continued the lesson and started the teaching by saying “Ok students. Pay attention!”. Then, the teacher reviewed the last materials for a moment which related to the material studied. He said “Today I would like to teach you a lesson talking about self introduction. What is self introduction?”. Students answered “perkenalan diri”. While, the teacher prepared the material for writing on LCD projector, he also tells about the materials which are going to discuss and the goals of the materials by saying “After doing self introduction I hope you can describe the people of someone you have introduce before”. It means that in pre-writing activities, the teacher gave the information about the goals of the lesson that should be achieved by the students.

b. Whilst-activity

Whilst activity was the main activity. In this procedure the teacher and the students began focusing on the material which is to achieve the goals of teaching that the students are able to produce a paragraph of self introduction. Furthermore, in teaching learning process the teacher as resources for the students which are preparing a material, explaining the topic, and giving some examples of the topic. He is also as a feedback provider which is gives evaluation for students’ work within orally or written form. It can be a note which indicates where they wrote well and where they made mistakes. He also used English language and then translate the language into Indonesian to make the students understand what the teacher says so that the lesson can finish based on time based on the teacher’ target. In addition, he added the material by giving students’ worksheet that appearing on LCD projector as a teaching aid. Then, the teacher used guided writing strategy to engage students in writing. It can be seen from his teaching that he asked the students to work in pairs then he observed them and checked the students’ product.

For this procedure, the teacher did not give verbal stimulation to the students. He also did not explain the material again because the students already known about the topic so that the teacher continued by asking the students to perform in front of the class. In addition, the teacher did not showing the example how to write a paragraph based on the process of wrting. But, he gave an example of paragraph from students' performance by asking two students to come forwards to introduce their partner with saying "Would you like to introduce your friends in front of the class?".

After that, he observed the students' performance and gave some questions by asking "What is your hobby?, what kind of book that you like to read?, and also " what kind of novel?". The students answered based on those questions. This made interaction between the teacher and the students so that the class can be alive. Furthermore, the teacher did not encourage the students to make a note from the performance. In this case, the teacher gave students opportunities to ask question with saying, "May be any questions?, how to make a simple paragraph?". But, the students just kept silent it means they had understood

about the topic. After finishing the performance, the teacher asked two students to write on the laptop so that others student could see their product in slide of LCD projector with giving instruction; "Please describe your friends in this slide based on your friend identity". Thus, two simple paragraphs as an example for writing in introducing friends.

In order to make a paragraph, the students hopefully understand and follow the writing process. Those are planning, drafting, editing, and final draft. In planning, the teacher encourages the students to write by giving questions about self introduction which is to introduce friends. It is to stimulate their thoughts for getting started. Thus, the students are able to gather information how to introduce a friend. Then, for drafting stage, the students transfer the information that they have gathered and organized into meaningful sentences. Furthermore in editing stage, after the students produce a draft, then read through what they have written to see where right and wrong. It means that the students are engaged in tidying up their paragraph as they prepare the final draft for evaluation by the teacher. They edit their own paragraph for spelling,



punctuation and grammar. And the final draft, the students are ready to send their paragraph to the intended audience in front of the class.

Moreover, he gave opportunity to practice in front of the class by taking turns then wrote what they said in a simple paragraph. While the students practicing, the teacher turned around to check the students' work. If there is a student who got a problem to make a simple paragraph the teacher could help them. And some of them have a little vocabulary especially for boys because they also did not bring dictionary so it made them confused. After the students practiced, he checked the students' work together so they can know the wrong and the correct words. He revised those paragraph by saying, "Is it right she hobby?. If she perempuan, what is the possessive pronoun?". Here the example from students:

Hi, friends. I would to introduce my friend. She is Binti. She is fifteen years old. She was born on 22<sup>nd</sup> January 2001. Her hobby is reading book. She lives in Pacekulon village. She has two brothers and one sister. Her father's name is Santoso and his occupation is a carpenter. Her mother's name is Marsviah. She is tailor. That's all about my friend, thank you.

By: Feni

Teacher also gave positive feedback for the students' work by talking "I am sure that every student here are clever students" and he gave reward for the

students by giving applause for all students. Next, the teacher continued the lesson by asking "What is pronoun? kata ganti". This question means to checks the students' understand about the material. Apparently, all students already know which is answering the entire question from teacher. After that, the teacher gave a task to the students individually which introduce their friend based on the teachers' clue then submitted their product. He said "please write down in your notebook based on the identity in this slide".

Based on detailed analysis, in teaching writing procedures there are some problems found by the students and the teacher. For the students, they got difficulty in expressing their ideas, they have less vocabulary and also they did not bring dictionary when follow the English lesson. So that made the students confuse in making a paragraph and they needed more time to make it. And the teacher needed more time to check the students' work. He tried to solve the problems which are asked the students to bring dictionary in English lesson but only girls brought it. Moreover, those problems were concerned with boys. They were passive in the class because they did not finish their product. Then, the teacher

gave motivation to encourage the students in writing to improve the students' confidence in following the English lesson and also helped them in making a paragraph.

Those activities have been done frequently in most of teaching English in classroom. It means that in whilst writing activities, the teacher gave the students chance to practice the new word based on the topic and gave the students chance to do their own assignments.

#### c. Post-activity

Post-teaching was the activity after teaching learning process finished. The teacher commonly reviewed the material, made conclusion of the lesson and gave information for the next material. In the last of teaching writing, the teacher did not invite the students to make conclusion about the lesson together. Then, he invited the students to review the lesson and asked the students difficulties in understanding the material. He asked "What kind of greeting?" and then what kind of leave taking?". After that, he gave information about the next materials by saying "For the next material, we learn about simple past tense in recount text". He also gave homework individually to read the next material about recount text

page 8-10. And the last, teacher ended the meeting by saying, "This is our meeting today, thank you". It means that in post writing activities, the teacher gave the students critical perspective about material have been studied and gave information for the next material.

## 2. Materials in Teaching Writing

Materials has important role in teaching learning. A material is one way to help the teacher easier to explain and also can help the students to understand the topic. While joining the teaching activity in classroom, the researcher found that the material for writing is self introduction which has for purposes the students to be able to produce a paragraph by introducing friends. Then, the teacher used material for writing based on curriculum KTSP and the topic of self introduction based on the syllabus to the tenth grade students.

Furthermore, for completing the material of the lesson teacher used some sources which include "BKS Kreatif" that published by Viva Pakarindo and "Progress A Contextual Approach to Learning English An English Textbook for Senior High School" that published by Ganeca. The teacher's reason used those books because they are suitable with students' level, easy to be comprehended by the students. They consist of brief

explanation, example, and many exercises. Although the teacher used those books based on the student's level, he also added the material with students' worksheet about Agnes Monica to check the students' product individually. Furthermore, the teacher chose the material for students as soon as suitable with students' need and ability. It made the material accepted easily and the goals of the lesson achieved which the students can produce a paragraph of self introduction. Moreover, when the teacher gave the material from the book and combine with students' worksheet, the students' response were interesting that they could describe other friends so that they feel comfortable and enjoyable.

### **3. Strategy for Engaging Students in Writing**

In order to make enjoyable and interesting in teaching learning process, the teacher used a strategy to manage the class well. The teacher used guided writing strategy for engaging students in writing. The purpose of this strategy is to provide the opportunities for students to work as a group or in pairs to support each other, with the teacher as a guide. In addition, the teacher chose this strategy for writing class because it is suitable for tenth grade students that they are new students in this academic year so that they needed

adaptation for the new environment. After that, the students can work in pairs so that they improve their communication. It also makes the teacher easily observe their works and helps them if there are some problems.

For implementing this strategy, the first, the teacher explained the purpose of this session which is students able to describe other friends. Next, he asked the students to work together with partners in introducing others. Then, the teacher asked the students to write on the slide so that the teacher can easily observe the students' result. In this strategy the teacher is as guide for the students which means he helped the students when they got difficulties in making a paragraph. After that, he checked their works and gave evaluation of their independent writing. It helped the students to know the wrong and the correct words so that they can improve their writing. And the last, the teacher asked the students to apply the new knowledge to their own work.

When the teacher gave material of writing using guided writing strategy, the students' responses were good. They felt comfort and enjoy which they could more active in the class because they got assistance from the teacher when doing the task. But, in the implementation this strategy the teacher got some difficulties

that are he needs more time to checks all the students' works and it is also criticized for limiting students' creative thoughts to explore their writing. It was because some of them just copied their product from the model of paragraph. Besides, this strategy can improve the students' writing ability within work in pairs and individually in producing paragraph of self introduction. Then, they also can improve their confidence when sharing the products to others.

### **B. Conclusion**

Teaching writing is one of the most important aspect in achieving the education goal which includes the activity of showing or helping someone to learn how to do something, giving instruction, guiding and facilitating learning enabling the learners to learn, setting the conditions for learning, providing with knowledge, causing to know or understand (Brown, 2000: 7). It means that teaching writing is the way to transfer knowledge to the students by using such kind of strategy to increase student's interest in learning English. Moreover, to achieve the purpose, the English teacher should understand students' characteristic and should provide materials which is suitable with the curriculum in teaching learning process.

Based on the research findings in Chapter IV, the researcher knew that the

teaching learning procedures for writing is almost same with the teaching learning procedures in unusual. In pre-teaching activity, the teacher prepared the students psychologically and physically to follow the teaching learning process. Then, for whilst-teaching activity which is the main activity, the teacher and the students began focusing in the material by using LCD projector as a media. The teacher also has capability to manage classroom that was used work in pairs to make easy observe the students' work. Furthermore, the teacher gave guidance for written form which is follow the model of paragraph and the students change all information that is correct for the clues given by the teacher. In post-teaching activity, the teacher gave the students critical perspective about their product in pairs work so that they can know the wrong and the correct words in introducing friends.

In addition, in teaching writing for tenth grade students at SMA Negeri 1 Pace, the teacher used the material for writing based on curriculum and the topic is about self introduction based on the syllabus. In choosing the material, the teacher selected material based on level of students and he used sources entitled "BKS Kreatif" published by Viva Pakarindo as the main material. Then, teacher adds the material by giving students' worksheet to

check the students' product individually. Moreover, when the teacher gave the material from textbook and combine with students' worksheet, the students' response were interesting which they could describe other friends.

Furthermore, the teacher taught writing uses guided writing strategy to manage the X-4 class run well. In teaching and learning process, the students' response were good. They felt comfort and enjoy which they could more active in the class because they got assistance from the teacher when making a paragraph so that they can understand the material easily. This strategy also develops the students' confidence to share their works to other students in front of the class. So that it makes the teaching learning process run well and the goals of the lesson was achieved that the students can produce a paragraph of self introduction individually.

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