

ARTICLE

**THE IMPLEMENTATION OF TEACHING WRITING TO THE EIGHT
GRADE STUDENTS AT SMPN 7 KEDIRI ACADEMIC YEAR 2016/2017**



Oleh:

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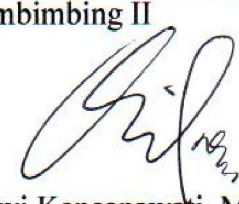

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ABSTRACT

Writing is one of the ways to communicate one's mind or ideas through written form. It is needed by the students to complete in work assignments and written tests to measure their writing ability based on their knowledge of the material. This study aims at answering the questions: (1) What materials of writing are developed by the English teacher of SMPN 7 Kediri academic year 2016/2017 to teach writing? (2) How are the procedure of teaching writing to the eighth grade students at SMPN 7 Kediri academic year 2016/2017 in writing skill?

The results of the research showed that in teaching writing, the teacher uses three phase techniques based on Curriculum K13. In addition, the material taken from textbook related with syllabus and the teacher added the material by giving students' worksheet to the students.

The design of this research is descriptive qualitative which focuses on the English teacher's activities during teaching and learning process. The data were collected from observation, interview the teacher, and documentation. Furthermore, the data analysis techniques are data reduction, data display, and drawing conclusion.

Based on the result of the research, the researcher gives suggestion for English teacher and for the next researcher. The English teacher should teach the students by showing the process of writing that can make the students easy in making a paragraph and teacher should expect to be more creative in the writing materials.

Keyword: Teaching writing, Material, Teaching Prosedure

A. INTRODUCTION

There are four skills in studying English they are: listening, speaking, reading and writing. Writing is one of language learning skills that is very useful for people who learns English especially for students. According to Harmer (2007:31), writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.

Besides, the students have to know the reasons why they should master in writing skill. Harmer (2004:3) argues in the context of education, it is also worth remembering that most exams, whether students are testing foreign language abilities or other skill, often rely on the students' writing proficiency in order to measure their knowledge.

Writing is one of the productive skills that must be mastered by the students besides the other language

skills. According to Harmer (2007:265), writing is considered as a productive skills along with speaking. When students deal with language production, they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Furthermore, writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities (Harmer, 2004:33). This gives students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words. Since the idea or thought is an abstract thing which comes from the learners mind, it is not easy to transform it into understandable or readable form.

Every student should be able to write. In the process of teaching and learning in Junior High School, a teacher should be able to develop students' writing ability because writing skill is one of the important things for the advancement of students' English language. A teacher is required for teaching English properly and correctly to their students.

The students' problems affect the process of teaching writing, so they do not have a lot of English knowledge. The limitation of vocabulary makes difficult for the students to write and to translate both word and sentence. These are some problems faced by the teacher and students that make the teaching writing process do not run well.

Based on the explanation, the researcher is interested in conducting a research of teaching and learning process at SMPN 7 Kediri especially in teaching writing which covers teaching writing is implemented to the eight grade students in the one semester. She wants to answer the following questions:

1. What materials of writing are developed by the English teacher of

- SMPN 7 Kediri academic year 2016/2017 to teach writing?
2. How are the procedure of teaching writing the eight grade students at SMPN 7 Kediri academic year 2016/2017 in writing skill?

B. METHODOLOGY

There are many kinds of research approach in which each approach have several designs. The approach used in a research study is qualitative that is indicated by the nature of the problem and the purpose of conducting the research. According to Creswell (2007:225), qualitative in research occurs in natural settings, where human behavior and events occur. The focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives. In qualitative research, the data is not presented in numeral and it does not need statistics formula. The data is presented description. That is, data are reported in words (primarily the participant's words) or pictures, rather than in numbers

The design of this research is descriptive qualitative which is to describe groups, activities or event

with focus on structure attitude or behavior. The purpose of descriptive qualitative is to make description of situation or certain procedures or technique.

The subject of this research was the English teacher of SMPN 7 Kediri and his students. The data was collected during the teaching learning process by observing. Besides, the researcher interviewed the subjects and used the documents, such as the book, the media developed by hand book and students book, the teacher and the lesson plan. The data was describes according to the research question

C. FINDINGS AND DISCUSSION

In this part, the researcher describes some findings about the real condition in the field regarding with the title "The Implementation of Teaching Writing to Eight Grade Students at SMPN 7 Kediri Academic Year 2016/2017". Besides that, research finding below was based on the of result of the data collection and the data analysis. It will be described the materials for teaching writing and the teaching procedure.

Materials has an important role in teaching learning. 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 obligation and suggestion which has for purposes the students to be able to produce a sentences of obligation and suggestion b their friends. Then, the teacher used material for writing based on curriculum K13 and the topic of obligation and suggestion based on the syllabus to the eight grade students.

Next steps learning, the teacher chose the material suitable with their need and ability. It made the material accepted easily and the goals of the lesson are achieved. Moreover, when the teacher gave the material from the book and combine with students', the students were interested in do the assignment so that they feel comfortable and enjoyable. These following tables are the materials for teaching writing which have to be achieved as stated in the standard competence and basic

competence of teaching writing to the eight grade. The teaching learning was oriented on the textbook of When English Rings a Bell. The teacher used textbook because it is suitable with student's level and easy to be comprehended by the students. It consists of brief explanation, example, and many exercises.

D. CONCLUSION AND SUGGESTION

The researcher concluded that the materials used to teach writing in SMPN 7 Kediri are recount text, students worksheet and example from the teacher. The steps of teaching follows: In pre-teaching activity, the teacher prepared the students psychologically and physically to follow the teaching learning process. Then, for whislt-teaching acticity which is the main activity, the teacher and the students began focusing in the material by using white board as a media. The teacher also explain material about recount text, and than the teacher also explain little paragraph. Furthermore, that teacher gave guidance for written from 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 group work so that they can know the wrong and the correct words in recount text.

Finally, the researcher gives suggestion to the following persons:

1. For the English Teacher

It is suggested that the teacher should teach the students by showing the process of writing because the students easy to understand, so that the students can understand and may follow the writing process in making a product of written form. The teacher should give interesting and enjoyable teaching media because it can make the students more enthusiastic in learning English.

2. For the Students

In writing of our trip to the blue mountain, the students should pay more attention to their teacher's explanation during the teaching and learning

process so that they can understand about the materials. Then, the students should have medium vocabulary mastery so that they can explore their ideas easily. And last, the students should have more practice in writing, especially writing through guided writing because more practice will increase their achievement in writing.

3. For other Researchers

To other researchers interested in teaching writing for Junior High School students, they should try to find the other teaching strategy which is suitable with their level and they should change the material that had been used in this research to get varieties of the data. It is hoped that other researchers will do better research related to guided writing that can be Applied not only for teaching writing but also for teaching other skills.

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