

**A DESCRIPTIVE STUDY OF TEACHING WRITING FOR FIRST
GRADE OF SMPN 6 SRAGEN IN ACADEMIC YEAR 2015/2016**

THESIS

**Submitted as A Partial Requirements
for the Undergraduate Degree in English Education**



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Assalamu'alaikumWr.Wb

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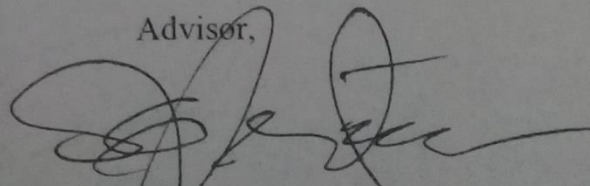
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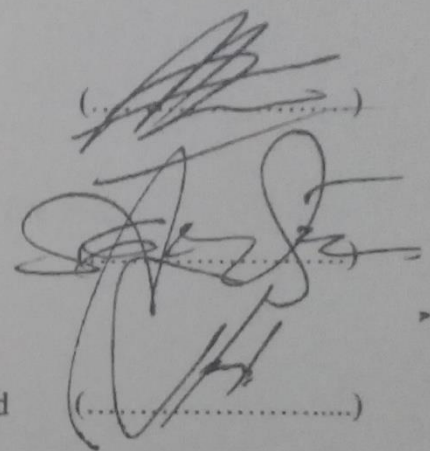
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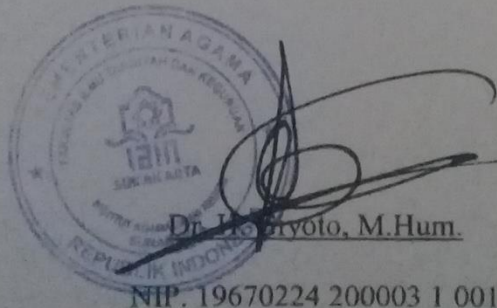
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DEDICATION

This thesis is proudly dedicated to:

My Lord Alloh Subhanahuwata'alla

You're my guide, my strength, and my soul

My beloved Parents

You both are the best teacher in my life ever

My beloved brother

You are my inspirations

My beloved best friends

My life would suck without you guys

MOTTO

“We will get succes if we learn from our mistakes”

(Researcher)

“So verily, with the hardship, there is ease.

Verily, with the hardship, there is ease.”

(Q.S. Al-Insyirah: 5-6)

“Allah does not change a people's lot unless they change what is in their hearts.”

(QS.Ar Ra'd 11)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “A Descriptive Study of Teaching Writing For First Grade of SMPN 6 Sragen in Academic Year 2015/2016” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 16th 2017

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Alhamdulillah, all praises to be Allah the almighty, master of universe, master of judgment day, for all blessing and mercies, so the researcher was able to finish the thesis entitled “A Descriptive Study of Teaching Writing For First Grade of SMPN 6 Sragen in Academic Year 2015/2016”. Peace may always be upon Prophet Muhammad SAW, the great inspiration for the world.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis has not been perfect. She has great expectation for every comment, advice, suggestion, and criticisms. The researcher hopes that this thesis can be useful for further researcher and the readers.

Surakarta, February 16th 2017

The Researcher

Nurseto Bondan Wikandaru

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ABSTRACT

Nurseto Bondan Wikandaru. 113221237. *A Descriptive Study of Teaching Writing For First Grade of SMPN 6 Sragen in Academic Year 2015/2016*. Thesis. Surakarta. English Education Program, Islamic Education and Teacher Training Faculty.

Advisor : Dr. H. Sujito, M.Pd.

Key Words : Descriptive Study, Teaching Writing, Learning English.

This research is aimed at observing teaching writing of English at SMPN 6 Sragen in 2015/2016 academic year. The objectives of the study are 1. To know the teacher method in teaching writing for first grade student, 2. To know the media that used by the teacher to teach writing for first grade of SMPN 6 Sragen, 3. To know the material that used by the teacher to teach writing for first grade of SMPN 6 Sragen.

The researcher used the descriptive qualitative study. This research described the teaching process of English at SMPN 6 Sragen. The data was taken from interview, observation, and document analysis.

Based on the on the observation, interview and documents the researcher concluded that The method that used by the teacher in teaching writing are Grammar Translation Method, a technique normally use is questioning techniques. Asking question fundamental part of finding information and for subtle (otherwise) persuasion. The material that used by the English teachers are (1) Personal data, (2) Short functional text, (3) message and letter, (4) descriptive text, (5) procedure text. The media that used by English teachers are LCD, Real things, Picture, LKS or students supplementary book. Then the strategies that used by the teacher are: (1) implementing the procedure of teaching (2) personal spelling and grammar, (3) used picture and video, (4) playing games (5) looking for dictionary.

ABSTRAK

Nurseto Bondan Wikandaru. 113221237. *A Descriptive Study of Teaching Writing For First Grade of SMPN 6 Sragen in Academic Year 2015/2016*. Thesis. Surakarta. English Education Program, Islamic Education and Teacher Training Faculty.

Advisor : Dr. H. Sujito, M.Pd.

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Penelitian ini bertujuan untuk mengamati pengajaran Bahasa Inggris tentang writing di SMPN 6 Sragen tahun akademik 2015/2016. Tujuan dari penelitian ini adalah 1. Untuk mengetahui metode guru dalam mengajar writing untuk siswa kelas pertama, 2. Untuk mengetahui media yang digunakan oleh guru untuk mengajar writing untuk kelas 1 di SMPN 6 Sragen, 3. Untuk mengetahui materi yang digunakan oleh guru untuk mengajar writing untuk kelas 1 di SMPN 6 Sragen.

Peneliti ini menggunakan penelitian deskriptif kualitatif. Penelitian ini menggambarkan proses pengajaran bahasa Inggris di SMPN 6 Sragen. Data tersebut diambil dari wawancara, observasi, dan analisis dokumen.

Berdasarkan pengamatan, wawancara dan dokumen peneliti menyimpulkan bahwa Metode yang digunakan oleh guru dalam pengajaran writing adalah Grammar Metode Translation, teknik biasanya menggunakan adalah teknik wawancara. Mengajukan pertanyaan bagian mendasar dari mencari informasi dan materi persuasion. Materi yang digunakan oleh guru dalam mengajar writing adalah (1) Personal data, (2) teks fungsional pendek, (3) pesan dan surat, (4) teks deskriptif, (5) teks prosedur. Media yang digunakan oleh guru bahasa Inggris yang LCD, hal nyata, Gambar, LKS atau mahasiswa buku tambahan. Maka strategi yang digunakan oleh guru adalah: (1) menerapkan prosedur pengajaran (2) ejaan pribadi dan tata bahasa, (3) digunakan gambar dan video, (4) bermain game (5) mencari kamus.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains out about background of the research, research problem, objectives of the research, limitation of the research, significance of the research and definition of the key terms.

A. Background of the Research

Language is tool of communication. There are several forms for communication, the forms are spoken language and writing language. The purpose of communication is to send message from writer or speaker to reader or listener. The fact that the human is a social mankind, they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born.

English is one of the International language, which is used by the most people in the world. Thus people all over the world have been using English either in formal or informal situation. English as communication tool is very important for people in the world. In some countries such as America, Australia, England, New Zealand, people speak English as their mother tongue and some countries such as Singapore, India, and Philippine, the people speak English as the second language. Meanwhile in Indonesia the people speak English as their foreign language (Ramelan, 1992:3).English as a foreign language in Indonesia is taught from elementary school until senior high school, but the students unable to use English in daily activities. In other word, studying English from elementary school to senior high school does not

guarantee that the students will absolutely be able to use English as good as possible, either in writing or spoken language.

In Indonesia, English is hard lesson for many students. It happen because English not used in their daily activities, they just used it in the lesson. The teacher has an important role in this regard. A teacher should be able to provide teaching that is easy and can be understood by students, as well as providing practice in learning so that students can apply in their daily activities.

There are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing .Writing and speaking are productive skill. That means they involve producing language rather than receiving it.”Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems,the purpose is to make writing became easier and interest to learn for students.

The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper,magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.Writing also is the most difficult skill to develop by some students. It is likely the most difficult activities done by some students. It needs basic knowledge which makes students fill all necessary things to comprehend writing such as grammar, vocabulary coherence, cohesion, and expression.

In writing skill, there are many genre or text types given to the students, namely descriptive or description, report, recount, procedure, narrative, anecdote, etc. The objective of learning writing is to produce the kinds of written text. To produce a good writing product, the writer should follow a various classroom activities involving some steps applied in writing process.

In teaching learning English at school there should be language practice in each language skill, including writing skill. Writing will help students master the other skills and of course in mastering English completely. Sometimes students are afraid and shy to express their ideas in speaking but they can tell what they want say by writing it down on a paper before speaking. Then, the student themselves or possibly the reader will understand it. While, there are still some English teacher who haven't given attention to this case completely. However, English writing, as a basic language skill for student, should get close attention.

According to Elite Olshtain in Celce (2001:207), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the reason for teaching writing: "We frequently have to communicate with each other in writing" and "Writing reinforces grammatical structures, idioms, and vocabulary." Teaching writing is "a unique way to reinforce learning" (1983:3). Reid also states that writing itself is a form of learning, and that writing processes and rhetorical context for writing are crucial (1993:49). So, it is obvious that writing is an essential language reinforcing skill and a crucial ability because it becomes a means of learning, discovering, developing, and refining language ability. Through writing, the students become

involved with the new language, trying to express their ideas and use eyes, hand, brain, constantly as a unique way to reinforce learning.

In fact, in some cases, writing tends to be a neglected area in English language teaching at school. It seems that competent writing was frequently accepted as being the last language skill to be acquired both for native speaker of the language and for foreign/ second language learners at school. Teaching learning process held in a classroom is more concerned at acquiring the other skills.

The researcher did observation at SMPN 6 Sragen. SMPN 6 Sragen is one of the favorite schools in Sragen. This school is one of the favorite schools with good facilities. It was proven by the observations that have been done by the researcher at the school in SMPN 6 Sragen. The researcher got some information from the teachers who teach in the class, the class contains 35 students. The teacher explains to the researcher about how he implemented teaching writing skill for students at SMPN 6 Sragen. The researcher also did some interviews with the teacher.

There are many facilities that support on teaching at school such as mini lab for listening, library, mosque and many other, this concept also called “learning environment” based on (Mononen Aaltonen, 1998), state that “the concept learning environment” will become increasingly significant as schools of the future becomes centre’s of lifelong learning. “Learning Environment” is a term used liberally in educational discourse because of the emerging use of information technologies for educational purpose on the one hand, and the constructivist concept of knowledge and learning on the other.

Based on the condition and the background above, the researcher makes the research about the study on teaching by English teacher, the research entitled “**A Descriptive Study on Teaching Writing to the First Year Students of SMPN 6 Sragen**”.

B. The Statement of Problem

Based on the background that has been discussed, the researcher formulated the problems as follow:

1. How the implementation of teaching writing for first grade of SMPN 6 Sragen :
 - a. What method that used by the teachers in teaching writing to the first year students of SMPN 6 Sragen?
 - b. What media used by the teachers in teaching writing to the first year students of SMPN 6 Sragen?
2. What material used by the teachers in teaching writing to the first year students of SMPN 6 Sragen ?

C. The Objectives of the research

The objectives of this research are as follow

1. To describe the implementation of :
 - a. Method that used by the teachers in teaching writing to the first year students of SMPN 6 Sragen.
 - b. Media used by the teachers in teaching writing to the first year students of SMPN 6 Sragen.
2. To describe what are material in teaching writing to the first year students of SMPN 6 Sragen.

D. The Limitation of the Research .

To avoid misunderstanding the researcher limit the research only on The teacher's implementation in teaching writing which consist of teacher's method,

media and material that used in teaching writing at The First Year Students of SMPN 6 Sragen.

E. Previous of The Study

The previous research is the thesis entitled *Teaching writing Recount Text to the 8th Grade Student of SMPN 2 Gondang, Sragen* written by Giana Nasawati, (English Language Education of UNS, Solo, 2012).

Based on the previous above, there are many similarities and differences with the researcher's thesis. The similarities is about research design and the differences is about variable of the research.

The second previous research is the thesis entitled *The Implementation of " Kurikulum Tingkat Stuan Pendidikan " In Teaching Writing Skill(An Naturalic Inquiry At MTs Nadhlotul Muslimat Surakarta)* written by Eko Adi Wahyu Jatmiko (English Language Education of UNS, 2011).

Based on the previous above, It is same variable of study and design of study , in this study also use writing skill as variable and descriptive qualitative method. But there are differences in teaching strategies in English Class.

F. The Benefits of the Research

This research is expected to have two major benefits : theoretical benefits and practical benefits.

1. Theoretical benefits

The researcher expect that the result of this research can be useful to give the description about teaching writing at the first year students of SMPN 6

Sragen. The researcher also hoped that this research can be useful for other researchers who want to study the same case, hopefully this research becomes a helpful source of information and references

2. Practical benefits

a. for the teachers:

The researcher hopes that the result of the research will give contribution especially for English teachers. For teachers, this research can enable teachers to design appropriate materials and activities that suitable for them in order to improve their strategies in teaching grammar. So, it can make ease English teacher in the process of teaching and learning, especially in writing aspect which can invite students' motivation in learning English.

G. Definition of Key Term

In order to avoid misunderstanding of the readers, it is important to define the key terms, as follow:

1. Teaching

According Hornby in Oxford(2004:443)Teaching is the role of teacher give lesson, knowledge and skill to student. In addition Hornby states that Teaching is a means of showing or helping someone to learn how to do something, giving instruction, causing to know or understanding (Related to this research, the meaning of the teaching is to transfer knowledge to the students using English fun as material source to the English intermediate level.

2. Writing

According to Harmer (2004: 12), writing is functional communication, making learners possible to create imagined worlds of their own design. Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. The after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps. Writing is a discovery process that involves discovering ideas, how-to organize them and what that you want to put over to your order.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents about definition of writing and teaching writing.

A. Writing

1. Definition of Writing

Writing is one of the skills that improve students' language and also stimulates the students, cognitive ability in learning English. Writing is the representation of language in a textual medium through these signs of symbol. According to Byrne (1979:34) states that writing is not only the production of graphic symbols. But also an activity of which people arrange the symbols in the form of word and words have to be arranged to form of sentences. Pethy (1980:55) mentions that writing is a mental and physical act of forming letters and words. It means that people can communicate each other by writing. In the other word, Byrne (1980:45) explains that writing is primarily means of recording speech even though it must be acknowledged a secondary medium of communication on its own right. It can conclude that writing is a skill that the writer can give ideas in a text to reader.

Graham (1982:78) asserts that writing is the major mean by which students demonstrate their knowledge in school, and primary instrument that the teacher use to evaluate academic performance. Hidi and Anderson (1986:98) suggest that writing a summary serve a similar purpose, as the students must consolidate the available information to reflect the basic essence or gist of the discourse. In the

other word, Dust and Newell (1989:105) suggest that writing is further use as a tool for gathering, remember, and sharing subject matter. This is to help students cull and organize the most information from lectures or text. So that it will be available for later review and study.

Oshima and Hogue (1991:67) state that writing is a process of organizing experience or ideas into written form, not a product. It means that a piece of writing is never complete. If the writers do not always review and revise, it is compositions for English class or short story. Furthermore, Penny (1996:49) explains that writing is expression of ideas that convey message to the reader.

In addition, Grenville (2001:56) states that writing is an activity in grabbing first sentence, then moving on to some really interesting stuff in the middle and bringing it all together in the end. Olson (2003:83) recommends that writing is a process is very useful to young writers. Then similarly, Sokolik (2005:99) defines writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reader.

2. Types of Writing

The type of writing system which exists in the native language is an important factor in determining to ease of speech with which students learn to write.

There are two types of writing:

1. Practical Writing

This type deals with the fact and functional writing. It is purposed to special goal that we can find it in letters, papers, summaries, outlines, essays, etc.

2. Creative or Imaginary Writing

This type usually exists in literature. Such as novel, romance, poem, short story, science fiction, etc.

3. Purposes of Writing

According to O'Malley and Pierce (1996 : 149), there are three purposes of writing based on the types of writing in English language learning, those are:

1. Informative

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2. Expressive or Narrative

It is represented by “expressive writing” or “narrative writings” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3. Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or

change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

4. Writing Process

There are three steps in writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

a. Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

b. Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as core circle, while the ideas are spread around. There are the steps of clustering process:

1. Write our topic in the center of a blank piece of paper and draw a circle around it.
2. Write any ideas that come into our mind about the topic in circles around the main circle.

3. Connect those ideas to the center word with a line.
4. Think about each of our new ideas, and then connect them.
5. Repeat this process until you run out of ideas.

2. Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide.

As we write, remember to:

- a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b. Stick the topic does not include information that does not directly support the main idea.
- c. Arrange the sentences so that the other ideas make sense.
- d. Use signal words to help the reader understand how the ideas in your paragraph are connected.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic. It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. The steps are:

- a. Add new ideas to support the topic.
- b. Cross out sentences that do not support the topic.
- c. Change the order of the sentences.
- d. Using the following checklist to revise your paragraph.
 - 1. Make sure you have a topic sentence.
 - 2. Cross out sentences that do not relate to the main idea.
 - 3. Check to see if the sentences are in the right order.
 - 4. Add new ideas if they support the topic sentences.
 - 5. Make sure you have included signal words to help guide thereader.
 - 6. Check the punctuations, spelling and grammar.

5. Techniques for Generating Ideas

It is necessary for the students to know the techniques for generating ideas before they start writing. In pre writing stage, the students are required to find out what topic that they would write down so that they have something to say through paper. Ruggiero (1981:24-28) states about three techniques for generating ideas. Those are as follows:

a. The Brainstorming Approach

Brainstorming was developed by an American industrialist, Alex Osborn. The theory was that one idea would stimulate another, and those two ideas a third, and so on, eventually producing a valuable insight or solution to a problem that might not otherwise have been expressed.

b. Imaginary-Dialogue Approach

The imaginary-dialogue approach requires that one see the subject through someone else's eyes. Naturally, it is impossible to enter other people's perspectives totally.

c. The Background-Reading Approach

The background reading approach consists of getting factual information to stimulate and direct the writer's thinking. This is what actually the students do in generating ideas in this research. The students would get the stimulus from what they watch in the video. They get a matter to think and then put their thinking into writing.

6. Genre of Writing

According to Moeliono (1989: 124), there are several factual written genres. Some of them are description, recount, narrative, report, procedure, explanation, and discussion. Following are the generic structure and significant language features of those genres:

a. Description Genre

Social function : to describe particular person, place and thing.

Generic structure : identification, description (give information about feature of objects).

Language feature : focus on specific participant(e.g. father, school, my dog , etc.) , use simple present tense, detailed noun phrase, adjective (about describing, numbering, classifying), relation process.

b. Recount Genre

Social function : to retell events for purpose of informing or entertaining.

Events are usually arranged in a temporary sequence, e.g. a personal letter.

Generic structure : orientation, events, re- orientation.

Language feature : focus on individual participant, use of past tense, focus on temporal sequence of events, use of material (or action) clauses and process.

c. Narrative Genre

Social function : to entertain, to gain and hold a readers' interest.

Generic structure : orientation, complication, resolution.

Language feature : characters with defined personalities/identities,dialogue often included - tense may change to the present or the future, descriptive language to create images in the reader's mind and enhance the story.

d. Report Genre

Social function : factual text which describe the way thing are, with the reference to a whole range of phenomena, natural, cultural, and social in our environment.

Generic structure : general clasification, decription.

Language feature : focus on generic participant (group of things), use of simple present tense, no temporal sequence, use of being and having clause.

e. Procedure Genre

Social function : factual text designed to how something is accomplished through sequence of actions and step .

Generic structure : goal, step 1-n .

Language feature : focus on generalized human agents, use of simple present tense, use of mainly temporal conjunction relations, use of mainly material clauses.

f. Explanation Genre

Social function : factual text used to explain the process involved in the evolution of natural and social phenomena or how something works .

Generic structure : a general statement to position the reader, then sequence explanation of why / how something occur .

Language feature : focus on generic (non- human participants), use of simple present tense, use of temporal and clausal conjunctive relation, use of mainly material process, some passive to get theme right. The theme is what come first in the clauses and is what the clauses is about.

g. Discussion Genre

Social function : to present two points of view about an issue .

Language feature : issue, arguments for and againsts, statements of various viewpoints, recommendation.

Language feature : focus on generic human and non human participants, use of simple present tense, use logical conjunctive relation, use of material, relation and mental process.

7. The Aspects and Micro Skills of Writing

Writing involves many different aspects. According to Gower (1995), the aspects of writing are as follows:

a. Handwriting

The writing should be easily read by the readers. The neatness and legibility is important in writing.

b. Spelling

Spelling means the writing of a word accepted in standard order. In second language learning, errors in spelling are often found.

c. Punctuation

A certain mark to clarify meaning by grouping grammatical units in the written material.

d. Sentence construction

The construction of sentences that is grammatically correct, using the correct word order.

e. Organizing a text and paragraphing

f. It involves dividing the information into paragraphs, starting a new paragraph, and ordering the paragraphs to present a logical order.

g. Text cohesion

The appropriate use of linking words and phrases so that the organization of the text is clear to the reader.

h. Register / style

Using language (structures and vocabulary) appropriate to the formality and style of the text.

In addition, there are some micro skills involved in writing. The writer needs to:

- a. Follow conventions of spelling, punctuation and capitalization.
- b. Use an acceptable core vocabulary and appropriate word order.
- c. Use acceptable grammatical systems (i.e. tense, agreement), patterns and rules.
- d. Express a particular meaning in different grammatical forms, with a variety of sentence structures.
- e. Use cohesive devices in written discourse.
- f. Use the rhetorical forms and conventions of written discourse.
- g. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- h. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- i. Correctly convey culturally specific references in the context of the written text.
- j. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback, for revising and editing .

8. Requirements of Good Writing

Good writing in any languages involves knowledge the convention of written discourse in culture as well as the ability to choose the precise words that convey ones meaning. To write an interesting text and good paragraph, we should know what a paragraph is. “A paragraph is a group of sentences which contain relevant information about one main or central idea”.

A good paragraph normally focuses only on one idea that is expressed in the topic sentence. Topic sentence is important to express an idea. Function of the idea is to control the content of paragraph. Idea is the beginning of creative process. A paragraph basically consists of three parts; those are introduction, body, and conclusion.

In writing a good paragraph, we should concern to two things. They are:

a. Unity

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b. Coherence

Coherence also plays an important role in writing. It plays crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.

Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1. Content: the substance of writing, the ideas expressed.
2. Form : the organization of the content.
3. Grammar : the employment of grammatical form and syntactic patterns.
4. Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic : the use of graphic conventions of the language.

9. The Problems of Writing

For most people, writing is considered as a difficult activity, both in the mother tongue and in a foreign language. There are three heading problems which are caused by writing according to Byrne (1997:4-5):

a. Psychological Problems

Writing is essentially a solitary activity and the fact that people are required to write on their own draft, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult. Writers have no immediate feedback to let them know how they are doing and whether they should change their approach. There is no immediate interaction between the producer and the receiver.

b. Linguistics Problems

Different from oral communication, the language used in written language is either simplified (list, telegram, note, etc.) or more elaborate, more formal. In a foreign language this process is all the more difficult as there may be interference on a cultural level, not just the linguistics, between mother tongue and the foreign language.

c. Cognitive Problems

Writing is learned through process of instruction. The written form of the language and certain structures, which are less used in speech, should be mastered and learned. The way to organize the ideas is also important for effective communication which has to be learned in writing.

B. Teaching Writing

1. Definition of teaching writing

Teaching is a complex process. According to Brown (1994:7) Teaching is “showing and helping someone to learn or to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or to understand.” Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a „backup“ for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The importance given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other

kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing 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.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

a. Implications for Learning and Teaching

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is not only of academic interest. It also has implications for the way we teach writing. Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink. The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the student's

attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in terms of what language they used and how they were constructed.

b. Strategy for Writing Teaching Process

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

1. Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

2. Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finished product. We may want to train them in using and responding to correction symbols, we may offer them

revision checklist to use when looking through what they have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content), making suggestions for changes, and so contributing to the success of the finished product.

3. Respond to students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond

in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

2. Approaches of Teaching Writing

There are some varieties of approaches in teaching writing which can be conducted by the teacher in classroom.

a. The Controlled-to-Free Approach

This approach stresses three features of grammar, syntax and mechanics. It emphasizes accuracy rather than fluency or originality. The controlled-to-free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instant, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences. They work on given material and perform strictly prescribed operations on it.

b. The Free-Writing Approach

The emphasis in this approach is that intermediate-level students should put content and fluency first and no worry about form. Teachers begin by asking students to write freely on any topics without worrying about grammar and spelling. There is only minimal correction of error. Teachers just simply read the pieces of free writing and perhaps comment on the ideas the writer expressed, or ask students to read aloud to the class. Concern for "audience" and "content" are seen as important in this approach, especially since the free writings often revolve around subjects that the students are

interested in, and those subjects then become the basis for other more focused writing task.

c. The Paragraph-Pattern Approach

The paragraph-pattern approach stresses feature of organization. This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways. So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

d. The Grammar-Syntax-Organization Approach

This approach links the purpose of a piece of writing to the forms that are needed to convey the message. Writing task is devised in order to lead the students to pay attention to organization while they also work on the necessary grammar and syntax.

e. The Communicative Approach

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial questions about purpose and audience: “Why I am writing this?” and “Who will read it?” Teachers using the communicative approach, therefore, have extended the readership. They extend it to other students in the class, who not only read the piece but actually

do something with it, such as respond, rewrite in another form, summarize, or make comments.

f. The Process Approach

In the process approach, the students do not write on a given topic in a restricted time and hand in the composition for the teacher to “correct” which usually means to find the error. Rather, they explore a topic through writing, showing the teacher and each other their drafts, and using what they write to read over, think about, and move them on to new ideas. Teachers who use the process approach give their students two crucial supports: time for the students to try out ideas and feedback on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas.

The teaching writing approach which is conducted in this research is based on teaching free writing approach. The students’ writing was emphasized in content of the story, and only little correction in grammar. The students were expected to be able to express their ideas, generate the ideas fluently and organize them into good composition.

3. Evaluation of Teaching Writing

Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object. It meant that, evaluation works to collecting and sifting through data, making judgment about information validity.

According to Geene”(Green: 2000:79)Evaluation is the process determining significant or worth, usually by careful appraisal and study. Student hope their result of the study in class be a good value, it means that evaluation is one of factor to giving the student’s spirit to study. In teaching writing there is Evaluation Essay that can be used.

The purpose of an evaluation essay is to demonstrate the overall quality (or lack thereof) of a particular product, business, place, service, or program. While any evaluation involves injecting some form of opinion, if an evaluation is done properly, it should not come across as opinionated. Instead, the evaluation should seem reasoned and unbiased. The key to making this happen, and therefore the key to a good investigative essay, is establishing clear and fair **criteria, judgments, and evidence**.

a. **Criteria**

Criteria (the plural of criterion) means establishing what the ideal for the product/place/service/etc. should be. In other words, it means demonstrating what one should expect as the ideal outcome. Having clear criteria is what keeps an evaluation from feeling less like an opinion. For example, if I am evaluating a restaurant, I want to establish the criteria (quality of food, service, price, cleanliness, etc.) that any good restaurant will

adhere to; this criteria can then be applied to the specific restaurant I am evaluating.

b. The **judgment**

The **judgment** is the establishment of whether or not the criterion is met. In other words, the judgment is what actually is. Using the example from above, if the first criterion for evaluating a restaurant is the quality of the food, the judgment states whether or not the particular restaurant offers food that meets or exceeds this stated quality.

c. The **evidence**

The **evidence** is the details offered to support the judgment. If my judgment is that a particular restaurant does not consistently offer quality food, I need to support this with a variety of evidence to show how the judgment was reached.

C. English Teaching Methods

There are many methods used in English teaching, there are :

1. The Grammar Translation Method (GTM)

Prator and Celce Murcia (1979: 3) listed the major characteristics of Grammar Translation Method (GTM) :

- a. Classes are taught in the mother tongue with little active use of the target language.
- b. Much vocabulary is taught in the form of list of isolated words.
- c. Long, elaborate explanations of the intricacies of grammar are given.

- d. Grammar provide the rules of putting words together, and instruction often focuses on the form and inflection words.
- e. Reading of difficult classical texts is begun early.
- f. Little attention is pain to the context of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h. Little or no attention is given to pronunciation.

2. The Direct Method (DM)

Richards and Rodgers (1986: 9-10) summarized the principles of the Direct Method (DM) :

- a. Classroom instruction was conducted exclusively in the target language.
- b. Only everyday vocabulary and sentences were taught.
- c. Oral communication skills were built up in a carefully traded progression organized around question and answer exchanges between teachers and students in small intensive classes.
- d. Grammar was taught inductively.
- e. New teaching points were taught through modeling and practices.
- f. Concrete vocabulary was taught through demonstration, objects, pictures.
- g. Both speech and listening comprehension were taught.
- h. Correct pronunciation and grammar were emphasized.

3. The Audio-Lingual Method (ALM)

Prator and Celce Murcia (1979:15) listed the characteristics of the Audio-Lingual Method (ALM) :

- a. New material is presented in dialogue form.
 - b. There is dependence of mimicry, memorization of set phrases, and over learning.
 - c. Structures are sequenced by means of constructive analysis and taught one at a time.
 - d. Structural patterns are taught using repetitive drills.
 - e. There is little or no grammatical explanations. Grammar is taught by inductive analogy rather than by deductive explanation.
 - f. There is much use of tapes, language labs, and visual aids.
 - g. Great importance is attached to pronunciation.
 - h. Very little use of mother tongue by teachers is permitted.
 - i. Successful responses are immediately reinforced.
 - j. There is a great effort to get students to produce errors free utterance.
 - k. There is a tendency to manipulate language and disregard content.
4. The Communicative Language Teaching Method (CLT)

Finocchiaro and Brumfit (1983: 91-93) also explained about the characteristics of the Communicative Language Teaching Method (CLT) method as:

- a. In Communicative Language Teaching Method (CLT) method, meaning is paramount.
- b. Dialogues, if used, centre around communicative functions and are not normally memorized.

- c. Contextualization is a basic premise.
- d. Language learning is learning to communicate.
- e. Effective communication is sought.
- f. Drilling may occur, but peripherally.
- g. Comprehensible pronunciation is sought.
- h. Any device that helps the learners is accepted-varying according to their age, interest, etc.
- i. Attempts to communicate are encouraged from the very beginning.
- j. Judicious use of native language is accepted where feasible.
- k. Translation may be used where students need a benefit from it.
- l. Reading and writing can start from the first day, if desired.
- m. The target linguistic system is learned through the process of struggling to communicate.
- n. Communication competence is the desired goal.
- o. Linguistic variation is a central concept in materials and methods.
- p. Sequencing is determined by any consideration of content function or meaning that maintain interest.
- q. Teachers help learners in any way that motivates them to work with the language.
- r. Language is often created by the individual through trial and error.
- s. Fluency and acceptable language are the primary goals; accuracy is judged not in the abstract but in context.

- t. Students are expected to interact with other people, either in the flesh, through pair and group work, or on the writing.

D. Media

a. The Definition of Media

According to *Sumantri* (2001:153), “Media Pengajaran atau Pembelajaran adalah segala alat pengajaran yang digunakan oleh guru sebagai perantara untuk menyampaikan bahan – bahan instruksional dalam proses belajar mengajar sehingga memudahkan mencapai tujuan pengajaran tersebut.” So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily.

Furthermore, *Sadiman* (2002:6) says his opinion about media: “Media berarti perantara atau pengantar pesan dari pengirim pesan kepada penerima pesan.” Media can be regarded as a mean to deliver the message from the giver to the receiver.

From the definition above, media can be defined as a means of communication used to convey the information from the giver to the receiver. Related to teaching and learning, media is meant by a means of communication used in the teaching learning process to convey the information such as teaching materials from the teacher to the students so that the students will be more interested in taking part in the lesson.

b. Kind of Media

So many kinds of media have been invented in this modern life. They can be used for helping the teacher convey the materials easier to the students in teaching learning process.

Arsyad (2004:29) says that media is instructional component including message, person, and tool. In its development, teaching media have been influenced by the development of technology. Arsyad differ the teaching media based on technology development into some kinds. "Berdasarkan perkembangan teknologi tersebut, media pembelajaran dapat dikelompokkan ke dalam empat kelompok, yaitu (1) media hasil teknologi cetak, (2) media hasil teknologi audio-visual, (3) media hasil teknologi yang berdasarkan komputer, (4) dan media hasil gabungan teknologi cetak dan komputer" (Arsyad, 2004:29)

According to Arsyad, it can be concluded that teaching media can be classified into four kinds; those are printed media, audio-visual media, computer media, and printed-computer media.

In addition, Seels and Glasgow in Arsyad (2004:33) classified media into two categories:

- 1) Traditional Media
 - a. Projected Visual (OHP, slides, filmstrips)
 - b. Un projected Visual (picture, poster, photograph, chart, graphic, diagram)
 - c. Audio
 - d. Multimedia presentation (slide with audio, multi-image)
 - e. Dynamic Projected Visual (film, television, video)
 - f. Printed media (text book, module, workbook, magazine, handout)

- g. Games (crossword, board)
- h. Real thing (model, specimen, manipulative-mannequin)

2) Technology Media

- a. Telecommunication-Based Media
- b. Microprocessor-Based Media

c. **The Advantages of Media**

Media is very helpful in teaching language learning. It helps the teachers motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context. Media also provides information such as cultural input which is impossible to be brought its real things in classroom. Celce- Murcia (2001:461) states about the advantages of using media in language learning:

- a. Media serves as an important motivator in the language teaching process.
- b. Audiovisual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.
- c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d. Media provides a way of addressing the needs of both visual and auditory learners.
- e. By bringing media into the classroom, teachers can expose their students to multiple input sources.

- f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.
- g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.

E. Teaching Writing in Junior High School

Teaching writing for junior high school students can be a little tricky at times. Junior High school students are often mature enough in writing, and junior high school students have an unvarnished imagination that is easy to direct towards learning, but getting junior high school students to open up requires careful planning and good classroom control.

Brown (1987:6) said that Teaching is helping someone to learn how to do something. Teaching writing can be difficult for any teacher, since the approach will be different for almost every student. There's the basic in a nutshell, but how do you create writers using these basis for teaching? One thing excluded from this actually knows script and print writing. You can use a cursive writing chart to learn the basics of script writing, while print should already be known. You have to crawl before you can walk, so this is where every student will begin, giving they know how to read and write. Start with basic sentences, then advance to longer, more complex sentences. In order to make sure they will have it easier down the road, students should know the parts of a sentence forwards and backwards. Grammar, one of the most complex parts of writing, is learned much easier if this is understood.

The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. Next, the teacher needs to decide on which means (or type of exercise) can facilitate learning of the target area. Once the target skill areas and means of implementation are defined, the teacher can then proceed to focus on what topic can be employed to ensure student participation. By pragmatically combining these objectives, the teacher can expect both enthusiasm and effective learning.

Harmer (2004: 41) says ‘When helping students to become better writers, teachers have a number of crucial tasks to perform’. It means teachers have very important role in teaching writing. They have to influence their students to be good writers. To realize that there are several tasks that must be done by the teachers. They are demonstrating, motivating and provoking, supporting, responding, and evaluating.

Demonstrating is a task of teachers to remind their students on their writing in order that their students do not deviate what should they write. It means that teachers must make their students aware of their writing. Teacher must give direction to their student; they must draw about the main purpose of what their students will write during the class process. It is done in order that students write their writing in right way or they will not deviate from the layout issue that is given or decided by teachers

Motivating and provoking are the tasks of teachers to give motivate and provoke their student when their students get lost of their word on the writing or they lose of their idea. It means that teachers must help students, when their students lose of words when they are writing. Teachers must provoke the students to have ideas, enthusing them to explain that writing is important, and writing is fun. When teachers want to do provoking, they must prepare first before teaching in class. It is needed when students get stuck. It will absolutely help students to get ideas immediately in order to make writing class will not be wasted.

Supporting is a task of teachers to support their students when they get problems on their writing. It means that teachers must help their students, when the students get difficulties. The teachers must give support them to write in class, always available (except during exam writing of course), and prepare to help students overcome difficulties.

Responding is a task of teachers to respond and give reaction to their students writing result. It means that if the students have finished their writing, teachers must react to the content and construction of their students writing. Teachers are responding the writing result. Besides, teachers must give suggestion in order to improve their students' ability in writing, and write how well it is going so far.

Evaluating is a task of teachers to evaluate the students' writing result. It means that teachers must give evaluating of the writing result of their students. Teachers must show where students write well, and where they make mistake. Of course, teachers must give the score. It is different from responding. Teachers can use it not only to grade or to give score, but also as a learning opportunity.

CHAPTER III

RESEARCH METHOD

This chapter is research method contains research design, setting and subject of the research, data and data source, technique of collecting data, technique of data analysis, validity of data and trustworthiness of data.

A. Research Design

Before going to the point of research, it is better to know, first the definition of research. Research is the people initiate which is done systematically to follow mythology rules, examples observation as systematic, decontrol and based on the real theory and be reinforced by the indication (Tanzeh, 2004:6). Meanwhile, research is a systematic attempt to provide answer to question (Tuckman, 1978:1). To apply these procedures in conducting the research, it needs a research design which is suitable for the research situation. So, research design is a strategy to arrange the setting of the research in order to get valid data. To conduct a useful research, a systematic way or well done plan must be made and automatically the valid answer of the research question also be obtained. It means that appropriate research design has to be selected.

The design of this research was qualitative by focus in using descriptive qualitative. Maleong (2005 : 6) stated that the descriptive data are collected in the form of word or pictures instead of numbers. In qualitative method the researcher interact with people in natural setting because the researcher try to get deeply

involved in the world of people being studied. The researcher can do all these activities by using observation and interview.

In addition Moleong (2005:11) defines for the research report contains data quotes for serving the real situation. Data can be collected in interview, field note, photo, video tape, documentary, note or memo, etc. From the rich data that are gotten from the field, the researcher managed it then.

As stated on the explanations above, the researcher describes what had happened and what were the facts in the field, As a qualitative research requires participant perspectives, the researcher focused on teaching writing. Particularly, the researcher wanted to know how the teachers teach writing.

B. Setting and Subject of the Research

1. Setting of the Research

This research was held at SMPN 6 Sragen from June 2016 to July 2016. This school is one of the Junior high school in Sragen. The school is located at Jalan Mayor Suharto no. 1 Sragen, Central Java, telp. 0271891913.

2. Subject of the research

In this research, the subject is English teacher and the first grade students in SMPN 6 Sragen. The researcher ask to the English teacher and he recommended to do the research in VII A. then the researcher takes all students of VII A class SMPN 6 Sragen as subject of the research. The number of students in VII F is 36 students.

C. Instrument Of The Research

The main instrument of this research is the researcher himself. The researcher placed himself to be main instrument because the design of the research is descriptive qualitative. For the descriptive qualitative design, the researcher itself is the main instrument. Then, the researcher would be more active to find the information for this research.

In this researcher, the researcher is not the one and the only instrument. The researcher used additional instrument for finishing the research, for example, hand phone for video and recording of interview, note book for writing the phenomena which was happened like field note, camera digital for capturing the learning process in the classroom and many other supporter instruments which were used by researcher.

In other hand, the researcher also used the other additional instruments for collecting the data. They are syllabus, lesson plan for knowing about the method and learning process, material, text book and the value of the student. The researcher used the additional instrument for getting more information which was useful for the research.

D. Data and Data Source

1. Data

Data in this research were a qualitative data. The data were in the form of words and picture rather than in the form of the utterances of the informants, documentation, interview transcript and also document files from the school.

2. Data sources

In this research, the researcher used interview guide, fieldnote, and document to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the informants were : English teachers.

E. Technique of Collecting Data

in the technique of collecting the data the researcher uses observation, interview and review of related documents. The following are the detail explanation of each technique

1. Observation

In research, researcher needs several methods to collect the data and one of them is observation .observation is method to see something in the research. According to Bailey, Lucy E (2009 : 551) states that observation is a foundational tool that researchers use to collect descriptive information and to make knowledge claims about the physical and social world. Observation is noted as “ source of evidence in research studies to maximize the accuracy of observers” report. It means that observation is source of evidence in research studies to get information and knowledge about what we want to describe.

The researcher comes and observes the teaching learning activities to see, hear and record what happen during teaching and learning process. The researcher has coordination with the English teacher to arrange the observation

2. Interview

Interview is a technique in which the researcher ask another individual, question designed to obtain answer relevan to te research problem.. By this

technique, the researcher made an interview with the English teachers' the topic of the interview is about teaching writing especially at first grade students of SMPN 6 Sragen. The interview were taken from the English teachers of first grade students of SMPN 6 Sragenon december 2015.

3. Documentation

Documents are collected in order to get real situation such a sossial situation and many kinds of factors around the research setting. It is used to support and complete in the information which is obtained from observation and interview. Arikunto, (2002:133) explains, "In the execution of documentation methods, researchers investigating the written items such as books, magazines, documents, regulations, meeting minutes, diaries, etc". This opinion is supported by Moleong, (2010:280) who says that document is a kind of source data involves anything notes aimed to examine a research. The documentation that was gotten in this research werethe presentation slides, question sheets, and written work of students that will use during teaching and learning writing.

F. Technique of Analysis Data

The collected data obtained from the result of interview, observation, and documentation were analyzed to draw conclusions. According to Moleong (2010:280) data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit.

From the explanation above, it can be syntesized that data analysis is the process of organizing and putting the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the

data. The purpose of data analysis is summarizing and simplifying the data in order to interpret and draw a conclusion. In this research, in analyzing the data, the researcher used qualitative data analysis. The qualitative data of this research is analyzed by using inductive analysis method. This technique is used to find the data after coming to the real field. Then, making conclusion from the data.

in this research, the researcher did some procedures to get a data analysis:

- a. Making data reduction before this research was run or found.
- b. Making data display from the result of interview, observation and documentation.
- c. Making the conclusion or verification based on analyzed data.

As explained above, data analysis is the process of analyzing data that were gotten from the field as the result of interview, observation, making field notes and taking documentation activity. In analyzing data, the researcher interpreted what the means of the data to get the findings and continue to present the data.

G. The Trustworthiness of Data

The data or information gathered from the research were in the form of digital photos or videos , some documents, and the data taken from interview to see whether the research findings are credible or not, it should be checked. In this research, the checking of the research findings use triangulation. According to sugiyono (2006 : 372), “ 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”.

Sutopo (2002 : 78) stated there are four techniques of triangulation of data (source), triangulation of method, triangulation of researcher and triangulation of theory. While according to sugiyono (2006 : 372) there are three types of triangulation. They are triangulation of source, triangulation of technique and triangulation of time.

In this research, the researcher used triangulation of method. It done by comparing the data taken from observation that held during teaching and learning process and data from interview in which have the same method. In validating the data, the research observe the process teaching and learning.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the research findings consisted of the description of the data found. It included the description of location and also the data description related with the teaching writing at the first grade students of SMPN 6 Sragen.

A. Description of research location

SMPN 6 Sragen is one of the National Schools in Sragen this school located on JL Mayor Suharto 1 Sragen. This school is popular enough in Sragen. In this section, the researcher will also describe the things related to SMPN6 Sagen, biography, history, vision and mission, facilities and the condition of SMPN 6 Sragen.

a. History of SMPN 6 Sragen

SMPN 6 Sragen is one of the National Schools in Sragen. SMPN 6 Sragen established April 5, 1990. The proposals establishment of SMPN 6 Sragen submitted to the Regional Office of the Department of Education in Central Java on 2 August 1990. SMPN 6 Sragen obtain the permission on August 7, 1990 by the Decree No. 1990/103/1/1990.

The first headmaster of SMPN 6 Sragen is Mr. Drs. Sutopo. The first vice headmaster of SMPN 6 Sragen is Mr. Drs. Warsito. He became vice headmaster by the Ministry of Education No. . 1990/112/3/1990 with 2-year term.

Operationally the anniversary of SMPN 6 Sragen is on 4 April, 1991. The first admission of new students was held in June 1991. On those year, SMPN 6

Sragen receive 90 students were divided into three classes. The teaching and learning process took place at noon at SMPN 6 Sragen.

There was replacement of the headmaster on March 5, 1994. Mr. Drs. Sutopo replaced by Mr. Drs. Warsitoby the trustees foundation of Ministry of Education decree No. . 1993/199/7/1993. The vice headmaster chaired by Mr. Drs. Suparmanby the trustees foundation of Ministry of Education decree No. . 1993/13/161993. Until now the headmaster of SMPN 6 Sragen has changed nine times, and headmaster now are Drs. Suryati, M.Pd.

b. Vision and mission of SMPN 6 Sragen

The vision of SMPN 6 Sragen was to improve in quality, developing in achievement, and mannered in behavior.

SMPN 6 Sragen has seven missions, there are (1) Make a moral and decent human being that is based on religious teachings that embrace. (2) Conduct learning and guidance effectively and efficiently so that each student can develop optimally in accordance with the existing potential in him. (3) Develop a healthy competition spirit to the school so that all citizens to always think ahead. (4) Uphold own culture and appreciate other cultures that are in line with our culture as a feature of civilized nations. (5) Implementing participative management by involving the whole school community and the school committee. (6) Following the development of information technology through a computer or the internet so broaden students. (7) Encourage and facilitate in all forms of activities to increase resources so as to further improve their quality.

c. Facilities of SMPN 6 Sragen

SMPN 6 Sragen has many facilities to support the teaching and learning process. SMPN 6 Sragen has 24 classrooms and nearly 80% the entire classroom has LCD projector to support the lesson. SMPN 6 Sragen also has 3 laboratories such as language laboratory, science laboratory and computer laboratory. Beside that, SMPN 6 Sragen also has a mosque.. Then SMPN 6 Sragen also has a comfortable library. In the back of the school there was a big field that is used for various activities such as flag ceremony, sport and sometimes used for camping.

d. Condition of SMPN 6 Sragen

There were many students, teachers and officials in SMPN 6 Sragen. SMPN 6 Sragen has 760 students. There are 256 students in the seventh grade, 256 students in the eight grade and 248 students in the ninth grade. SMPN 6 Sragen has 44 teachers which 38 of the teachers in SMPN 6 Sragen have graduated from under graduate program. They come from several famous universities such as UNS, UIN Yogyakarta, UGM and etc. 9 of the teachers graduated from graduate program.

B. Data description

In the research field, the researcher collected the data by doing observation, interview and document. The detail of classroom observation and interview are stated on the field note of the research in appendices while the data got by the researcher from documentation was the teachers' lesson plan of English teaching. The researcher also took some picture and videos as the documentation. The picture and videos were taken during the English teaching and learning process. In addition, the researcher also records

the conversation were taken during the interview both with English teacher and also with the first grade students. The researcher took all data relating the teaching writing at the first grade students of SMPN 6 Sragen. The data description as follow :

a. The method used by the teacher in teaching writing for first grade of SMPN 6 Sragen.

Based on the interview with the English teacher and the students and also from the observation the researcher found that the method that used by teacher in teaching writing are Grammar Translation Method, a technique normally use is questioning techniques. Asking question fundamental part of finding information and for subtle (otherwise) persuasion. The media used in teaching writing use Grammar Translation Method, usually the textbook. Because in learning writing using Grammar Translation Method, more emphasis on the ability to understand and able to make a passage, literature and etc.

In this lesson we use Question and answer drill technique and the material of writing is describing text. Before we start the lesson as a teacher we must know communicative purpose, rhetorical structure and grammatical patterns. Below is application of Using Grammar-Translation Method for Teaching Writing to the Students of Junior High School at First Grade:

1. To start the lesson the teacher give description text to the students. The teacher ask to the student for read their description text.
2. After the students read the text, teacher ask students to translate the text in to Indonesian. With the aim that students can translate from one language to other language.

2. Then the teacher speak in Indonesian and offers the students to ask question if they find any difficult in Translate the text. If there are students ask use English, the teacher will answer in Indonesian. Because ability to communicate in English is not the the main skill are develop. In the lesson which use Grammar Translation Method the skill are develop is writing.
3. If there is no questions related the text, then the teacher ask students to write the answer of questions below the text. After students finish their work. Teacher choose on student to the questions. If the student's answer incorrect teacher will choose the other student to answer question until the answer is correct.
4. After the question answered correctly, the teacher explain about the communicative purpose, Rhetorical structure and Grammatical patterns from the text.
5. Teacher ask students to use the rule for examples that they make. Deductive use of a clear rule of grammar is correct pedagogical.
6. Students memorize vocabulary language learning provides a mental workout.
7. Teacher ask students to write the rule of the grammar. Students should be aware of rules of grammar of the target language.
8. Students memorize the presents form, where possible changes to the verbs and other grammatical Patten should be done by rote.
9. After explaining to the students about communicative purpose , rhetorical structure and grammatical patterns. It's time we conduct an evaluation of how much our way of teaching makes the students have mastered what was taught here

are some example of question that can be given to the students to measure their ability to understand and write text type description

b. The material used by the teacher in teaching writing for first grade of SMPN 6 Sragen.

Material in teaching occupies a very important position of the overall curriculum, which should be prepared for the implementation of learning to achieve the target. The teacher uses the material to develop the students' ability and knowledge and hopefully, it should help the students to understand the lesson easily. Then the material should be appropriate with the lesson plan and syllabus. The material described as follow :

a. Personal data

The researcher did the observation for the second time in the 7A class on Monday, 06 June 2016, the researcher came to the class with Mrs Titik as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of classroom to observe the teaching learning process. The material for that day was about personal data. He explained about how to describe your friend about your personal data.

After explain Mrs Titik ask student

“ open page 16 and fill your personal data, used your own personal information “.

b. Short functional text

The researcher did the observation in the 7A class on Tuesday, 07 June 2016 that was touch by Mrs Titik. When the researchers come the teaching

learning process was going to in classroom. The researcher asked the permission to MrsTitik. After MrsTitik allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. The material for that day was about short functional text. In teaching about the material, MrsTitik ask student to complete the blank space of the text, arranged a jumbled words into good sentence, and make greeting card.

c. Message and letter

The researcher did the observation for the second time in the 7A class on Monday, 13 June 2016, the researcher came to the class with MrsTitik as the English teacher. After entering the class the teacher allowed the researcher to sat on the back of classroom to observe the teaching learning process. The material for that day was about message and letter. He explained about how to write message and letter. The teacher ask the student to open page 39 in their book, “*open page 39 there is example from message and letter*”.

d. Descriptive text

The researcher did the observation in the 7A class on Monday, 14 June 2016 that was teach by MrsTitik, when the researcher came, the lesson has started in that class. The researcher asked the permission to MrsTitik. After MrsTitik allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. The material for that day was descriptive text. In explaining about descriptive text, the teacher use example such as *describe people, your friend or thing around of you*.

e. Procedure text

The researcher did the observation in the 7A class on Tuesday, 20 June 2016, the researcher came to the class with Mrs Titik as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of classroom to observe the teaching learning process. The material for that day was procedure text. The teacher asked the student to come in front of class then write a words that related with the material. Then the teacher show a boil egg, then the teacher ask to student “*what is this ? can you write how to make this ?* “

To get more data about the teachers’ material, the researcher did the interview with the teacher and ask about the material that the teacher used. The teacher said that there are two main material that the teachers use such as descriptive and procedure, as the teacher said on the interview “*Teks diskriptif dan procedure text itu materi semester 2, kalau untuk semester satu personal data, message and letter, short functional text*”(interview with Mrs Titik on Thursday, 09 June 2016).

Based on the observation, interview the researcher concluded that the material that the teachers used based on curriculum such as descriptive text, short function text, procedure text. The teachers also said that all of the material above appropriate to the students, but they think that the most material to improve and enrich students writing skill was about descriptive and procedure text. In addition, the researcher also got the data from documents, they are syllabus and lesson plan.

c. The media used by the teacher in teaching writing for first grade of SMPN 6 Sragen.

Based on the observation and interview with the English teacher and the students, the researcher found that there are some media that used by the teacher in teaching writing. Media play an important role in a teaching and learning process. The use of media is very needed to reach the purposes of teaching and learning and it should be various. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. Each teachers use different media in teaching. The uses of media depend on the students' condition and also the class condition. There are some media that usually used by the teachers in teaching:

1. Picture

One of the media that the teacher used in teaching is picture. Using picture in teaching is very needed by the teachers especially in teaching vocabulary. Based on the observation that the researcher did on Thursday, 9 June 2016 at 7D class that was touch by Mrs Titik, researcher found that the teachers use picture in teaching writing.

While based on the interview, the teacher said that

“saya sendiri kadang pakai gambar untuk menerangkan materi tentang descriptive text, karena gambar akan mudah membuat murid tertarik dan menikmati pelajaran” (interview with Mr Titik on Wednesday, 08 June 2016). Beside that teacher also said that *“kalau teks narrative itu saya menggunakan seperti cutting picture, gambar-gambar di potong potong, hla nanti cerita, ada clue, kata-kata sukarnya juga ada anak itu biar mudah merangkainya menjadi sebuah cerita”* (interview with Mrs Titik on Wednesday, 08 June 2016)

2. Video

Based on the observation at 7C class that was touch by Mrs Titik on Wednesday, 08 June 2016, the researcher found that the teachers use video as one of the media in teaching. On that day the teacher shows a video, that is a make a friedrice. It was done in order to give the students clear understanding about activity.

Based on the interview with the teachers and the students. The teacher said that

“he.em he.em pakai video juga, ya contohnya seperti video cara memasak nasi atau video membuat layang layang, video tersebut akan membuat siswa mudah memahami tentang procedure text”. (interview with Mr Titik on Thursday, 09 June 2016)

3. Students worksheet

Students worksheet is one of media that use by the teacher. Students worksheet book is very needed by the teachers and also by the students. Students worksheet contains the material that the teacher uses in teaching. The students said that *““kalau media lain juga pakai mas contohnya modul”*. (interview with the student on Monday, 6 June 2016)

4. LCD

One of the media that usually used by the teachers is LCD. According to the teachers the use of multimedia like LCD is very simple and the use of LCD is efficient to make the teaching and learning process easier. The teacher can show the material in the LCD such as picture, video or game. In addition the teachers also can give the example of dialogue in order to make the students more understand with the material.

Based on the observation that the researcher did on Thursday, 09 June 2015 at 7D class that was touch by Mrs Titik, the researcher found that the teacher use LCD in teaching the students. the teacher explained the material descriptive and procedure text by using LCD. By using LCD Mrs Titik show some picture and video.

On the other hand, based on the interview with the English teacher, the use of LCD is very simple and the use of LCD is efficient to make the teaching and learning process easier. The other media in teaching can be shown by using LCD such as picture or video. The teacher said that

”Kalau saya lebih ke LCD, sebenarnya picture itu kan nantinya bisa di tampilkan di LCD mas, jadi anak nantinya juga lebih tertarik, beda ketika harus membawa picture menurut saya itu malah ribet jadi saya lebih suka pakai LCD ya karena lebih simple gitu hlo mas... respon anak lebih suka ketika saya ngajar pakai LCD. (interview with Mrs Titik on Thursday, 09 June 2016). While the students said that “ya kalau bu titik itu seringnya memang pakai LCD”, “kalau media lain juga pakai mas contohnya modul”, “kadang-kadang ketika pakai LCD di tambahi gambar atau video trus contoh-contoh dialog biar mudah di pahami”. (interview with the student on Thursday, 09 June 2016)

In addition, the students also more interest with the lesson if the teachers use multimedia in the class. The use of LCD also makes the students do not feel bored in learning English, even they looks more active during the lesson. As the teacher said

“ya kalau menggunakan LCD sangat antusias, lebih menarik, kan kadang ada gambar-gambarnya. Untuk teks descriptive itu kan bisa menampilkan gambar orang gemuk, orang kurus, itu anak-anak akhirnya yang awalnya tidak tertarik akhirnya tertarik trus bias mendiskusikan, lihat gambar orang kurus, tinggi atau langsing lihat itu kan langsung bias” (interview with Titik on Thursday, 09 June 2016)

C. Discussion

1. The implementation of teaching writing for first grade students of SMPN 6 Sragen.
 - a. Method are used by the teaching writing for first grade students of SMPN 6 Sragen

Based on the observation and interview done by the researcher with the English teachers and the students, there are the method that used by teacher in teaching writing are Grammar Translation Method, a technique normally use is questioning techniques. Asking question fundamental part of finding information and for subtle (otherwise) persuasion. The media used in teaching writing use Grammar Translation Method, usually the textbook. Because in learning writing using Grammar Translation Method, more emphasis on the ability to understand and able to make a passage, literature and etc.

The researcher also thinks that the use of dictionary in teaching and learning English for the students is very important. Harmer (2007:239) states that “dictionaries contain 2 wealth of information about words that students can gain from it.

- b. Material used by the teaching writing for first grade students of SMPN 6 Sragen

Based on the observation and interview done by the researcher with the English teachers and the students and also from the documents, there are some material that the teacher used in teaching writing such as descriptive text, short functional text, procedure text . Material in teaching occupies a very important position of the overall curriculum, which should prepare for the implementation of learning to achieve the target.

According to Hardjono (1998 ; 93) there are some function of instruction material, those are as the medium of information, to stimulate the students interest, to develop the students ability, and to ilustrate the things to the students. Teacher has responsibility in the choosing the material. Before choosing the right material, they are supposed to consider the factor especially for the suitability of their class. And all English teachers said that the most appropriate material to teaching writing for first grade students of SMPN 6 Sragen was about descriptive text or procedure.

c. Media used by the teaching writing for first grade students of SMPN 6 Sragen

Based on the observation and interview done by the researcher with the English teachers and the students, there are some media that the teachers use in teaching writing .The media that used by the teachers such as LCD, picture, video and etc. All of the teachers said that they more like to use multimedia like LCD. The use of media depends on the condition of the class. There are eight classes in the first grade students of SMPN 6 Sragen, unfortunately not all of the class has LCD to support teaching and learning process.

The researcher thinks that the use of media in teaching and learning process is very important. There will be better for the teachers to always combine some media in teaching in order to make the students interest and make the students not feel bored in learning English. Gerlach and Elly (1980: 241) said that, A medium is any person, material, or event that establishes conditions, which enable learners or students to acquire knowledge, skills and attitudes. While, Brown (1977: 2-3) defines media as the tools or the physical things used by a

teacher to facilitate the instruction. The using of media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in teaching and learning process,

According to Gerlach and Elly (1980: 297) the media to teach are classified into six general categories, they are a) Picture, b) audio recorder, c) motion picture, d) Real things, simulation and model, e) television, f) Program and computer Assisted instruction such as LCD, slides, film, chart and etc

CHAPTER V

CONCLUSSION AND SUGGESTION

A. The Conclusion

In this chapter the researcher draw the conclusion of this research from the research findings and discussion.

Based on the result of the research and the discussion mentioned above, the conclusions are then as the followings

1. The material used by the teachers in teaching writing for first grade of SMPN 6 Sragen. The material as follows :
 - a. Personal data

The teacher used descriptive text to teach writing material in semester 1. The teacher use LKS in this materi to support teaching learning process.
 - b. Message and letter

The teacher used descriptive text to teach writing material in semester 1. In this material, the teacher lso used LKS to support teaching learning process.
 - c. Short functional text

The teacher used short functional text to teach writing in semester 1 and 2. The teacher used this material in form blank space of the short text, essay, and arranged good sentence from jumble word.
 - d. Descriptive text

The teacher used descriptive text to teach writing material in semester 2. This material taught by teacher by using picture and a video.

e. Procedure text

The teacher used procedure text to teach writing material in semester 2. This material taught by teacher by using picture and video.

2. Media used by the teachers in teaching writing for first grade of SMPN 6 Sragen. The media as follow :

a. LCD

The teacher use LCD as media in teaching learning process. And using LCD very helpfull the teacher in teaching writing. Also make student enjoy and interest in teaching learning process.

b. Picture

The teacher use picture as media in teach a descriptive text. Picture very help the student about the material specially in descriptive text.

c. LKS or students supplementary book.

LKS is one of media that very important for teaching learning. LKS will help student to train their skill, cause there many training essay to make student be undestant about the matrial.

d. Video

Video is media that used by the teacher in procedure and descriptive text. This media very helpfull the student about procedure text. By using video will increasing student understansing and interest in learning writing skill.

3. Method used by the teachers in teachers in teaching writing for first grade of SMPN 6 Sragen.

The method that used by teacher in teaching writing are Grammar Translation Method. By using Grammar-Translation method in the hope to help students understand the literature in a foreign language. In teaching writing with Grammar Translation Method, a technique normally use is questioning techniques. The media used in teaching writing use Grammar Translation Method, usually the textbook. In teaching writing with Grammar Translation Method the aim that students can translate from one language to other language. The last in learning writing using Grammar Translation Method, more emphasis on the ability to understand and able to make a passage, literature and etc.

B. The Suggestion

After analyzed the data and making conclusion, the researcher has some suggestions and advices for the English teachers, the students and the school of SMPN 6 Sragen. Besides the researcher also has advice to the reader. They are as follow:

1. For the teacher
 - a. The teacher should use creative techniques, not only question answer or discussion in order to make the student follow the English lesson
 - b. The teacher should always give the motivation during teaching-learning process, especially when the materials are boring at the last session.
 - c. The teacher should use various media in teaching writing.
 - d. The teachers should not bring their personal problem while teaching in the class.

- e. The teachers are expected to always improve their knowledge especially in teaching English and technology.
2. For the students
- a. The students must pay attention to the lesson during the teaching-learning process occurs,
 - b. The students have to increase their writing by practicing procedure text and descriptive text.
 - c. The students must practice more at the school or even at home
 - d. The students must be active in the class
 - e. It's better for the students to be brave to share their ideas or opinions.
3. For the school
- a. The school should provide media that support the teaching and learning process like LCD
 - b. The school expected to repair some LCD that can't use in some class.
 - c. The school expected to facilitate the learning process with adequate materials, media and other source of learning such as newspaper, magazine and story book.

The school expected to send their students to join in some contest in order to improve students' ability and their confidence.

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APPENDIX

FIELD NOTE

1. Class observation one

Name of class : 7A
 Name of teacher : Mrs. Titik Pujiyanti, SP.d
 Participants : 36 students
 Time : Monday, 6 June 2016

The researcher did the observation in the 7A class on Monday, 6 June 2016, when the researchers come the teaching learning process was going to in classroom. The researcher ask the permission to Mrs. Titik. After Mrs. Titik allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. the material for that day was about personal data. Firstly, mrs titik explained the material and then wrote it on the white board. The students pay attention to Mrs Titik but some of the students more like to chat with their friend. MrsTitik teach the students attractively, he knows that some of the students doesn't pay attention to her. So, Mrs Titik ask student to come forward for answer the question about their personal data.

After Mrs Titik explained the material, he back to his chair and he asked the students to write the material on their book. After that Mrs Titik gave a chance to the students to ask about the material that still make them confused. Mrs Titik also remaind the students to always bring dictionary. Then, Mrs Titik Asked the students to open the English book and do a task and the students should try to answer the question. After few minute, the bell was rang, then The teacher gave the conclusion about the material for that day. After that the teacher closed the class by asking the students to say "hamdalah" after that Mrs Titik said assalammu'alaikum warahmatullahi

wabarakatuh then the students answered “wa’alikumsalam warahmatulahi wabarakatuh”. Finally the Mrs Titik and I leave the class.

2. Class observation two

Name of class : 7A
Name of teacher : Mrs. Titik Pujiyanti, SP.d
Participants : 36 students
Time : Tuesday, 7 June 2016

The researcher did the observation in the 7A class on Tuesday, 7 June 2016, when the researcher came, the lesson has started in that class. The researcher ask the permission to Mrs Titik. After Mrs Titik allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. the material for that day was about short functional text. Mrs Titik was opened the class by saying salam then give greeting to the students and check the students attended list.

Mrs Titik sat on her chair and she give the text about the material in that day. After she finished explaining about the material that is learned in the day, Mrs Titik also give the example of dialogue that related to the material. The students look interested with the way of Mrs Titik touch them but sometimes they look confused when they found a strange word. Mrs Titik asked the students to look for their dictionary when they found some difficult words, if the students still not found these words, Mrs Titik give the confirmation by translated the word into Indonesia. Mrs Titik also show a picture related with the material, she give example how to write make descriptive text from picture.

In the main activity Mrs Titik asked the students to write descriptive text from picture that displayed in the LCD. After few minutes, she ask the students to go to in front of the class to show their descriptive text .Finnaly the bell was rang. The teacher gave the

conclusion about the material for that day. After that the teacher closed the class by asking the students to say “hamdalah” after that she said assalammu’alaikum warahmatullahi wabarakatuh then the students answered “wa’alikusalam warahmatulahi wabarakatuh”.

3. Class observation three

Name of class : 7C
 Name of teacher : Mrs. Titik Pujiyanti, SP.d
 Participants : 36 students
 Time : Monday, 09 June 2016

The researcher did the observation for the second time in the 7A class on Monday , 14 June 2016, the researcher came to the class with Mrs Titik as the English teacher. After entering the class the teacher allowed the researcher to sit on the back of classroom to observe the teaching learning process. the material for that day was about message and letter. After Mrs Titik and I entered the class, then she opened the lesson by saying salam and gave greeting in English and the students answered also in English.

Before going to the next material Mrs Titik review the last material and she asked the homework that she gave to the students about offering and asking something . After that, she explained the new material about message and letter. In explained the material, Mrs Titik use at least 80 % In English. the students named Andri look more active than other students. He often answer the question from the teacher and also he often asked to the teacher if he doesnt understand with the material. To make the students more interest, she asked the students to make letter to their family.

4. After few minute, the bell was rang, then The teacher gave the conclusion about the material for that day. After that the teacher closed the class by asking the students to say “hamdalah” after that she said assalammu’alaikum warahmatullahi wabarakatuh then the students answered “wa’alikusalam warahmatulahi wabarakatuh”. Finally the Mrs Titik and I leave the class.

4. Class observation four

Name of class : 7A
Name of teacher : Mrs. Titik Pujiyanti, SP.d
Participants : 36 students
Time : Tuesday, 14 June 2016

The researcher did the observation in the 7A class on Tuesday, 14 June 2016, when the researcher came, the lesson has started in that class. The researcher ask the permission to Mrs Titik. After Mrs Titik allowed the researcher to entering the class, the researcher sat on the back of classroom to observe the teaching learning process. the material for that day was about descriptive text. Mrs Titik was opened the class by saying salam then give greeting to the students and check the students attended list, before going to the new material she review the last material. In teaching English Mrs Titik use LCD to support the lesson.

Mrs Titik sat on her chair and she give the text about the material in that day. After she finished explaining about the material that is learned in the day, Mrs Titik also give the example of dialogue that related to the material. The students look interested with the way of Mrs Titik touch them but sometimes they look confused when they found a strange word. Mrs Titik asked the students to look for their dictionary when they found some difficult words, if the students still not found these words, Mrs Titik give the confirmation by translated the word into Indonesia. Mrs Titik also show a picture related with the material, she give example how to write make descriptive text from picture.

In the main activity Mrs Titik asked the students to write descriptive text from picture that displayed in the LCD. After few

minutes, she ask the students to go to in front of the class to show their descriptive text .Finnaly the bell was rang. The teacher gave the conclussion about the material for that day. After that the teacher closeded the class by asking the students to say “hamdalah” after that she said assalammu’alaikum warahmatullahi wabarakatuh then the students answered “wa’alikumsalam warahmatulahi wabarakatuh”.

5. Class observation five

Name of class : 7A
 Name of teacher : Mrs. Titik Pujiyanti, SP.d
 Participants : 36 students
 Time : 13 June 2016

The researcher did the observation in the 7A class on Mrs. Titik Pujiyanti, SP.d, the researcher came to the class with Mrs Titikas the English teacher. After entering the class the teacher allowed the researcher to sat on the back of classroom to observe the teaching learning process. the material for that day was about procedure text. Mrs Titikopened the class by saying salam then she show the students a boil egg. After that, the teacher asked the students about how to make boil egg. Before it, the teacher asked the students to clean the white board.

After that, Mrs Titik gave the information about the material. Then, the teacher explain about procedure text. After that, the teacher ask the student to watch the video about how to make boil egg. In the midle of the lesson there was a students thant want to go to the toilet, then Mrs Titik asked the students to make procedure text based on the new video. After few minute, the bell was rang, then The teacher gave the conclusion about the material for that day. After that the teacher closeded the class by asking the students to say “hamdalah” after that she said assalammu’alaikum warahmatullahi wabarakatuh then the students answered “wa’alikumsalam warahmatullahi wabarakatuh”. Finnally the Mrs Titik and I leave the class.

INTERVIEW

1. Interview with the teachers

a. Interview with Mrs Titik

Time : 10 Juni 2016

Setting : Teacher office of SMPN 6 Sragen

X : Interviewer

Y : Mrs Titik

X : Assalamu'alaikum bu titik

Y : Eh mas, wa'aliakumsalam

X : Lagi kosong Bu ? hari ini ibu ngajar apa gak?

Y : Aduh mas rada gak enak badan ni saya, kecapean keliatanya. Tadi anak-anak

sudah saya kasih tugas.

X : Ooww, kalau seumpama minta ijin buat interview dengan ibu bisa?

Y : Oww kalau Cuma interview bisa mas, mau interview dimana?
Disini atau dimana?

X : Disini saja bu, hehe

Y : Ya oke, siap

X : Kita mulai ya bu, jadi kan gini penelitian saya ini kan tentang writing, ya

nanti tanya-tanya seputar itu bu. Langsung ke pertanyaan pertama nggeh

bu? Menurut ibu sendiri writing itu penting apa tidak dalam bahasa inggris?

Y : Kalau menurut saya sendiri writing itu sangat penting, very important,

karena apa? Ya karena writing merupakan skill yang paling penting dalam bahasa Inggris.

X : Terus untuk materi bu, kan di kelas 7 ada beberapa materi yang diajarkan, nah

materinya apa saja tho bu?

Y : Ya untuk kelas 7 sendiri yang KTSP memang ada beberapa materi yang kita

ajarkan ke siswa ya yang utama itu short functional text, descriptive text, dan procedure text.

X : Kalau dari beberapa materi tersebut yang menurut ibu paling baik untuk

Writing skill apa bu?

Y : Ya cenderung ke descriptive dan procedure.

X : Terus untuk medianya bu, medianya menggunakan apa saja? kan ada kelas

yang ada LCD ada yang gak ada jadi pastimedianya beda-beda terus ibu

sendiri penggunaan medianya tergantung kelas atau memang sudah di persiapkan?

Y : Saya biasanya sudah mempersiapkan biasanya laptop tapi kadang gambar,

koran ya karena saya sendiri dalam media itu penggunaannya minimal

X : Terus pake realthings atau gak bu? Contohnya seperti apa?

Y : He.em he.em ya contohnya seperti Hp gambar orang terus ya yang ada di

lingkungan kelas.

X : Kalau penggunaan multimedia sendiri lebih ke apa bu? Video, gambar atau

apa?

Y : Itu bisa keduanya jadi saya sendiri kadang pake gambar terus kalau video

biasanya nanti saya suruh memberi komentar. Tapi ya anak kadang menanggapi video saja kadang masih susah jadiya gak sampai tahap menganalisa. Kalau video pun saya hanyaberkenaan dengan nilai-nilai yang

harus disampaikan ke anak. Intinya video yang masih setaraf untuk menumbuhkan motivasi. Kadang-kadang saya ambil dari youtube seperti

dialog simple present tense, simple past tense. Jadi ya videonya seperti itu.

X : Trus dari media-media yang ibu gunakan itu, media yang paling cocok

untuk anak itu apa pak? Apa itu cocok semua atau tergantung kelasnya?

Y : Kalau masalah cocok tidaknya itu ya masalahnya anak itu kan menagkapaknya beda-beda. Jadi kalau kita bisa meramu dan pakais semua

anak sendiri pun saya rasa lebih bagus. Karena kalau bervariasi saya rasa

ketertarikan anak akan jauh lebih baik. Kadang kalau hanya monoton kan

hanya anak tertentu yang tertarik. Tapi ketika medianya bervariasi anak yang

awalnya tidak tertarik bisa jadi tertarik. Setiap anak berbeda-beda yang

penting respon anak itu tertarik dulu jadi insya allah mereka bisa lebih fokus.

Terlebih untuk materi, isinya mereka jadi lebih ngerti.

X : Trus untuk teknik bu, teknik apa yang ibu gunakan ?

Y : Saya lebih suka ngajar itu atraktif. Tapi kadang saya pakai cerita juga hlo. Saya

pengen menumbuhkan motivasi itu harus caricelah biar anak tertarik.

Trus

untuk melepas kejenuhan itu kita pakai energizer juga kan. Walaupun itu tidak

kita pakai seterusnya. Tergantung kondisi kelas juga.

X : Trus dari teknik yang digunakan itu sesuai untuk anak gak bu?

Maksudnya

respon anak itu keliatanya suka gak dengancara ibu ngajar

Y : Alhamdulillah kelihatanya dengan yang lebih atraktif itu anak-anak tertarik.

Soalnya saya kadang-kadang meramu teknik yang dari kurikulum kurikulum

dulu itu kan kadang masih saya gunakan. Ya tergantung nanti materi yang kita

ajarkanapa. Kadang saya juga pakai istilah-istilah yang membuat anak itu

mudah ingat.

X : Jadi setiap tahun itu tehniknya beda-beda bu?

Y : Ya itu tergantung, mudah-mudahan berkembanglah, tergantung kebutuhan hehe

X : Tapi pernah pernah dapat pelatihan baru trus pernah di aplikasikan di kelas itu

pernah gak

Y : Dulu itu pernah dapat pelatihan dari USAID. Strateginya menggunakan dari

USAID. Itu pakai waktu. Trus anak yang lebih aktif, Pengelompokan. Di kasih

pengertian trus anak kerja kelompok habis itu presentasi.

X : Trus untuk evaluasinya bu. Setelah pembelajaran kan ada evaluasi

Y : Evaluasinya per materi

X : Trus dari evaluasi tersebut hasilnya bagaimana bu?writing siswa rata-rata

meningkat atau bagaimana?

Y : Ya insya llah kalau anak-anak yang punya motivasi yang baikrata-rata

meningkat, tapi njenengan kan tau sendiri mas, kurvaitu kan naik turun hehe, kadang hasilnya baik kadang juga tidak

X : Tapi rata-rata anak kelas 7 itu hasilnya memuaskan gak bu?

Y : Kalau kelas yang saya ampu terus terang masih belum begitu memuaskan,

masih perlu banyak perbaikan

X : Trus kita ke problem ya bu, kan problemya dari guru ada, dari siswa ada dari

fasilitas sekolah juga ada. Kalau dari ibu masalah yang di hadapi apa?

Y : Yang berkenaan dengan pengajaran atau?

X : Yang berkenaan dengan pengajaran bu, mungkin kelas manajemanya atau

mungkin motivasi anak

Y : Ya jadi mungkin begini ya mas, disini itu pembagian kelasnya adayang bagus

di campur ke yang bagus, kadang-kadanganak-anakyang kurang pintar itu bisa

menumpuk di satu kelas

X : Jadi itu termasuk permasalahan siswanya ya bu? Motivasiya rendah ya bu?

Y : Bisa dibilang seperti itu. Jadi kadang kita harus memotivasi yangmungkin

terlalu jauh gitu. Tapi namanya problema pastiada walaupun itu tidak terlalu

membebani. Kalau dari gur SENDIRI ya secara sikologis aja. Kan sikologis guru

jugamempengaruhimungkin punya banyak masalah juga. Tapi kalau berkenaan denganmateri, berhubungan dengan pengeloankelas saya rasa tak ada masalah.

X : Jadi bisa dibilang maslahnya ada pada diri siswa itu sendiri ya bu?

Y : Ya yang jelas motivasinya kurang, mungkin juga di rumah jarang belajar,

kondisi lingkungan juga mempengaruhi jadi akhirnyaguru harusmemberi

banyak motivasi.

X : Kalau dari pihak sekolah bagaimana bu? Penyediaan fasilitasnya bagaimana?

Y : Kalau untuk penyediaan fasilitas itu hampir setiap kelas ada LCD Trus untuk

kelas 7 ya hanya 2 kelas yang belum punya LCD, tapiuntukbuku yang berbahasaInggrisitusebenarnyakita juga kurang mas.

X : Trus untuk mengatasi beberapa problem tadi bagaimana bu?

Y : Ya ketika ada maslah yang berhubungan dengan pengajaran sayasering

berdiskusi dengan guru-guru bahasa inggris yang lain mas.

X : Saya kira cukup bu pertanyaanya terimakasih banyak atas waktunya

Y : Oo iya-iya sama-sama mas



Task 10
 Look back at Jaka's family tree above then answer the following questions.

1. Sonya is Jaka's Sister
 2. Jaka is Mr. Karno's Grandson
 3. Galih and Sonya are Ruben's Cousin
 4. Mr. Robert are Mrs. Tiwi's Husband
 5. Mrs. Riana is Mr. Roni's Wife
 6. Sonya is Mrs. Puji's Granddaughter
 7. Ruben is Mr. Roni's Nephew
 8. Sonya is Mrs. Tiwi's Niece

9. Mr. Karno is Mrs. Tiwi's Father
 10. Mrs. Puji is Mr. Roni's Mother
 11. Mrs. Tiwi is Mr. Roni's Sibling
 12. Sonya is Mrs. Riana's Daughter
 13. Mrs. Riana is Ruben's Aunt
 14. Mr. Robert is Jaka's Uncle
 15. Galih is Mr. Roni's Son

CL = 1 Bt = 14

Task 11
 Read the text and answer the following question!

It's Sunday. I really love Sunday. On Sunday I gather with my family and doing many activities. In the morning, I and my father wash the car and motor cycle. We also take care of our garden. While my mother and my sister cleaning the house and prepare the breakfast. After all parts of the house clean, we often hang out down town. Sometimes we watching movie, sometimes go to the zoo, sometimes we just walking on the town. At the afternoon, we going back home and take a rest.

Questions:

1. What do the writer and his father do in Sunday morning?
 Answer:
2. Who clean the house and prepare the breakfast?
 Answer:
3. Where do usually the writer and his family go on Sunday?
 Answer:
4. How many persons in the writer's family?
 Answer:
5. Why do the writer really love Sunday?
 Answer:

Supporting Materials

Message and Letter
 Message is a communication (usuatly brief) that is written or spoken or signaled.
 Letter is a written message addressed to a person or organization.

Task 12
 Read the message and answer the questions.

Message 1
 Dona, this is Mom. Mom and Dad are going home late. Please, prepare your dinner for yourself and don't forget to turn off the lamp when you are sleeping.

Message 2
 From : Hafid
 Hi, Amir, it's me. Don't forget to come to the school party tonight, and bring your guitar, we will play on the stage tonight.

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Task 5
 Read the personal data below and answer the following question.

Personal Data

Name : Linda Ayu Kusuma Putri
 Age : 12 years old
 Date of Birth : April 2nd, 2002
 School : SMP Maestro
 Hometown : Solo
 Address : dr. Radjiman Street number 25
 E-mail Address : lindaputri@maestro.com
 Phone Number : 08123456789
 Hobbies : fishing, cooking, listening music
 Favorite Color : black and white
 Favorite Food : meatball, sate, chicken soup

Questions:

1. How old is Linda?
2. Where does she study?
3. What is her phone number?
4. What is her hobby?
5. Where is she come from?
6. What is her e-mail?
7. What is her favorite color?
8. What is her favorite food?
9. When does she born?
10. On 2020, how old is Linda?

Supporting Materials

Name of color		Name of food	
Black : Hitam	Pink : Merah muda	Cake : Kue	Noodle : Mie
Blue : Biru	Purple : Ungu	Curry : Kare	Soup : Sup
Brown : Coklat	Red : Merah	Fried rice : Nasi goreng	
Green : Hijau	White : Putih	Meatball : Bakso	
Grey : Abu-abu	Yellow : Kuning		

Task 6
 Fill in this persona data form. Use your own personal information.

Personal Data

Name :
 Age :
 Date of Birth :
 School :
 Hometown :
 Address :
 E-mail Address :
 Phone Number :
 Hobbies :
 Favorite Color :
 Favorite Food :

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7. Besides being a singer, Anggun C. samsi also promotes a brand of shampoo because she has long black hair

8. Unlike Japanese people who have bright skin, the Javanese people originally have dark-brown skin

II. Modeling of Text
Read the following text loudly.

PR

My Favorite Singer

There are many pop singers in our country and my favorite one is Afgan. He is one of teenagers' idols since he released his first single "Terimakasih Cinta". Physically, he is very handsome and charming. He is about 170 centimetres tall and his weight is around 60 kgs. He has dimple in his cheeks that make his smile sweeter. Besides, his teeth are white and orderly arranged. He always performs with his glasses in every show. He also likes wearing vest to complete his costume. Afgan is popular not only in Indonesia but also in other countries. He has got some awards because of his best-seller album. I think he has so many big fans now.

III. Joint Construction of Text
Complete this dialogue in groups after finishing activity two above.

1. Q : What is the title of Afgan's first single?
 A : Terimakasih Cinta

2. Q : How tall is Afgan?
 A : 170 cm

3. Q : What makes his smile sweeter?
 A : dimple in his cheeks

4. Q : Does he always perform with his glasses?
 A : in every show

5. Q : Where is Afgan very popular?
 A : in Indonesia

6. Q : What does he like to wear to complete his costumes?
 A : wearing vest

7. Q : Physically, how does Afgan look like?
 A : handsome and charming

8. Q : What does the word "I" refer to?
 A : the reader

IV. Independent Construction of Text
Individually, make a description of your idol (heroes / singer / sportman). Use the following structure to help you.

Title	.....
Identification	.....
Descriptions	.....

Generic Structure		Chicken-Soup	
Goal	.....	How to make Chicken-soup	.....
Materials Needed	.....	Ingredients :	.....
Steps	.....	1. ....	.....
		2. ....	.....
		3. ....	.....
		4. ....	.....
		5. ....	.....

IV. Independent Construction of Text
Write the instructions how to make Sandwich. Then make on your own words. Do the task by using the following generic structure.

Generic Structure		Sandwich	
Goal	.....	How to make Sandwich	.....
Materials Needed	.....	Ingredients :	.....
Steps	.....	1. ....	.....
		2. ....	.....
		3. ....	.....
		4. ....	.....
		5. ....	.....
		6. ....	.....

2. INDOOR AND OUTDOOR GAMES
Spoken Activities

I. Building Knowledge of The Field
Task 1. Listen to your teacher's text. Then answer your teacher's questions by completing the following sentences.

- The other popular name of football is
- There are in the world like watching and playing it.
- Football is played in field or in a
- One of the players is one of them is captain.
- To play football you costumes, shorts, a big ball, and a whistle.
- You also need to know the time.
- Football game takes in one period.
- Football game two periods.

Task 2. Fill in the blank spaces in the paragraph with the phrases in the box. Then match each paragraph with appropriate picture.

(1) Each team may have up to sixteen (a) players. Only six of those are allowed to play at the same time. Players must wear shorts (b) and numbered shirts.

(2) Each team must have eleven players. The two team should wear different colors. Only the goalkeeper is allowed to play the ball with his hands (d) or feet (e) upper body.

(3) The two (f) contestants should shake hands (g) to each other before they start the contest. They should wear shorts of different (h) colors. They must only attack the forehead (i) and feet (j) of their opponent.

Seventeen <u>a</u>	shake hands <u>g</u>	feet <u>j</u>	hands <u>d</u>	skates <u>b</u>
Forehead <u>i</u>	different <u>h</u>	goalkeeper <u>e</u>	upper body <u>c</u>	two <u>f</u>

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah :
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII (Tujuh) / 1
 Standar Kompetensi : 4. Mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
 Kompetensi Dasar : 4.1 Mengungkapkan makna tindak tutur dalam teks lisan fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
 Jenis teks : teks fungsional
 Tema : *Introductory Chapter* dan *Family Life*
 Aspek/Skill : Menulis
 Alokasi Waktu : 4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memberikan deskripsi keberadaan seseorang berdasarkan gambar
- b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar
- c. Menerapkan urutan kata benda-kata sifat dalam kalimat

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)
 Berani (*courage*)

2. Materi Pembelajaran

- a. Grammar Practice (halaman 18, 19, 27, 28)
 - Penjelasan, gambar dan latihan tentang artikel tak tentu (a, an)
 - Penjelasan, gambar dan latihan tentang bentuk negatif be
 - Penjelasan, gambar dan latihan tentang kata benda jamak dan preposisi in, on, under, there are, there is
 - Penjelasan, gambar dan latihan tentang letak urutan kata benda-kata sifat

- b. Communication Practice (halaman 25, 26)
 - Penjelasan dan contoh tanya jawab menanyakan keberadaan benda
 - Penjelasan dan gambar tentang keberadaan orang
- c. Developing Oral Skills (halaman 30)
 - Penjelasan instruksi latihan, gambar, dan latihan
- d. Unit Self-test (halaman 31)
 - Record your voice: penyebutan barang-barang dalam tas siswa dan keberadaan orang dalam gambar halaman 26

3. Metode Pembelajaran:

three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang keberadaan benda-benda di sekitar kelas

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Mendengarkan penjelasan guru dalam grammar practice dan mengaplikasikan secara oral
- ☞ Melakukan tanya jawab menanyakan keberadaan seseorang dan benda
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;

- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;

- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan: Kaset/CD .
- b. Narasumber, Kaset/CD .
- c. *Script*
- d. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Memberi instruksi 2. Menyebut daftar benda 3. Mengucapkan selamat 4. Mengumumkan dengan singkat	Tes lisan Unjuk kerja Unjuk kerja Unjuk kerja	1. Membahasakan gambar 2. Uji Petik 3. Uji Petik 4. Uji Petik	1. Give an instruction based on the picture shown! 2. Mention 5 things you have in : a. Your bag b. your bedroom 3. What would you say to a friend : a. on his/her birthday b. in weekends c. if he/she has got the best in class 4. inform your friend about the coming flag ceremony through an announcement

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a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Average	6-10
Poor	≤5
Good	11-15

**Mengetahui;
Kepala**

**Sragen,.....2016
Guru Mapel Bahasa Inggris,**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

SMP/MTs	:	
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VII (Tujuh) / 1
Standar Kompetensi	:	4. Mengungkapkan makna dalam teks fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat
Kompetensi Dasar	:	4.2 Mengungkapkan makna gagasan dalam teks fungsional pendek sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat
Jenis teks	:	teks fungsional
Tema	:	<i>Introductory Chapter</i> dan <i>Family Life</i>
Aspek/Skill	:	Menulis
Alokasi Waktu	:	4 x 40 menit (2x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

- a. Memberikan penjelasan berdasarkan gambar
- b. Menjawab pertanyaan sesuai dengan deskripsi suatu gambar

- ❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)

2. Materi Pembelajaran

- a. Unit Self-test (halaman 11)
 - Record your voice: menjelaskan letak kota-kota dengan menggunakan peta
- b. Developing Oral Skills (halaman 30)
 - Gambar ruang kelas dan nama-nama benda sekolah

3. Metode Pembelajaran:

three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang keberadaan tempat-tempat tertentu berdasarkan peta

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;
- ☞ Melakukan tanya jawab tentang hal-hal dalam peta dan gambar ruang kelas
- ☞ Siswa memberikan penjelasan lisan tentang letak kota-kota dalam peta dan benda-benda dalam gambar runag kelas
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;

- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- b. Buku teks yang relevan: Kaset/CD .
- c. Narasumber, Kaset/CD .
- d. *Script*
- e. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Memberi insruksi secara lisan.	Tes lisan	Membahasakan gambar	1. <i>Give instruction to your friend based on the picture.</i>
2. Menyebutkan daftar barang yang dibutuhkan.	Tes lisan	Uraian	2. <i>Mention the things that you find in your bedroom</i>
3. Memberi ucapan selamat	Unjuk kerja	Uji Petik	3. <i>Congratulate your friend on his / her success in doing something</i>
4. Mengumumkan sesuatu	Unjuk kerja	Uji Petik	4. <i>Tell your friend about the coming school holiday</i>
	Tes lisan	Menjawab pertanyaan	<i>Listen to the texts and answer the questions orally.</i>

a. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100

b. Rubrik Penilaian

Element	Score
Pronunciation	25
Delivery	25
Performance	25
Supporting aids	25

Standard of each element:

Excellent	21-25
Very good	16-20
Good	11-15
Average	6-10
Poor	≤5

**Mengetahui;
Kepala**

**Sragen,.....2016
Guru Mapel Bahasa Inggris,**

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama sekolah :

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII (Tujuh) / 1

Standar Kompetensi : 6. Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 6.1 Mengungkapkan makna gagasan dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat

Jenis teks : tulis fungsional pendek

Tema : *Descriptions and Places*

Aspek/Skill : Menulis

Alokasi Waktu : 6 x 40 menit (3x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Melengkapi kalimat sesuai dengan gambar dan pilihan jawaban
- b. Menuliskan nomor telepon seseorang dengan kata-kata
- c. Menuliskan isian formulir
- d. Melengkapi teka-teki silang

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (*Trustworthines*)
 Rasa hormat dan perhatian (*respect*)
 Tekun (*diligence*)
 Tanggung jawab (*responsibility*)

2. Materi Pembelajaran

- a. Recalling Vocabulary (halaman 22, 50, 60)
 - Teka-teki silang tentang nama-nama warna: *black, blue, brown, green, etc*
 - Silsilah keluarga John
 - Nama-nama hari dalam seminggu dalam bahasa Inggris dan Indonesia

- Nama-nama bulan dalam setahun dalam bahasa Inggris yang diacak susunan hurufnya
- b. Communication Practice (halaman 4, 12, 24)
 - Dialog yang memuat ungkapan-ungkapan
A: Hello! My Susan. your name?
B: Eddy
A: Where are you, Eddy?
B: from Kingston.
 - Foto-foto dan nama-nama tempat umum tertentu: *pub, cinema, hotel, etc*
 - Gambar-gambar yang menunjukkan letak benda-benda sekolah
- c. Grammar Practice (halaman 8)
 - Nomor telepon
- d. Developing Oral Skills (halaman 30)
 - Pertanyaan berdasarkan gambar tentang letak benda-benda sekolah
- e. Unit Self-Test (halaman 31)
 - Isian tentang data diri dengan serangkaian instruksi

3. Metode Pembelajaran: three-phase technique

4. Langkah-langkah Kegiatan

Pertemuan pertama dan kedua.

a. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab tentang nomor telepon dan menuliskannya
- Tanya jawab tentang silsilah keluarga siswa dan menuliskannya
- Tanya jawab tentang nama-nama tempat umum dan menuliskannya
- Tanya jawab tentang gambar yang berkaitan dengan materi pembahasan

Motivasi :

- menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

b. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- ☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dengan menerapkan prinsip alam takambang jadi guru dan belajar dari aneka sumber;

- ☞ Menuliskan nama-nama bulan dalam setahun dalam bahasa Inggris dengan ejaan yang benar dan membahasnya
- ☞ Melengkapi dan membahas dialog
- ☞ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar lain;
- ☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya;
- ☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran; dan
- ☞ Memfasilitasi peserta didik melakukan percobaan di laboratorium, studio, atau lapangan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- ☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna;
- ☞ Melengkapi dan membahas teka-teki silang tentang nama-nama warna
- ☞ Melengkapi dan membahas silsilah keluarga John
- ☞ Memasangkan nama-nama hari dalam seminggu dalam bahasa Inggris dan Indonesia
- ☞ Memfasilitasi peserta didik melalui pemberian tugas, diskusi, dan lain-lain untuk memunculkan gagasan baru baik secara lisan maupun tertulis;
- ☞ Memberi kesempatan untuk berpikir, menganalisis, menyelesaikan masalah, dan bertindak tanpa rasa takut;
- ☞ Memfasilitasi peserta didik dalam pembelajaran kooperatif dan kolaboratif;
- ☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;
- ☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual maupun kelompok;
- ☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual maupun kelompok;
- ☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan;
- ☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- ☞ Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- ☞ Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,

- ☞ Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- ☞ Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;
 - Memberi informasi untuk bereksplorasi lebih jauh;
 - Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

c. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- a. Buku teks yang relevan: Kaset/CD .
- b. Narasumber, Kaset/CD .
- c. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
<ul style="list-style-type: none"> ➤ Melengkapi teks fungsional pendek ➤ Menyusun kata/urutan kata menjadi kalimat yang padu ➤ Menulis teks fungsional pendek 	<p>Tes tulis</p> <p>Tes tulis</p>	<p>Melengkapi</p> <p>a. Menyusun Kata</p> <p>b. Menyusun Kalimat</p>	<p>1. Complete the blank spaces of the following text!</p> <p>a. Arranged the jumbled words into good sentences</p> <p>b. Arrange the jumbled</p>

			<i>sentences in a good order</i>
	Tes tulis	2. Esai	<i>2. Make a greeting card (choose the topic you prefer: Happy birthday, Wedding, Season's greeting)</i>

a. Rubrik Penilaian

**Mengetahui;
Kepala**

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