TEACHING LEARNING PROCESS OF WRITING SKILL AT ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA: A MICRO ETHNOGRAPHY

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by:

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SCHOOL OF TEACHER TRAINING AND EDUCATION MUHAMMADIYAH UNIVERSITY OF SURAKARTA 2012
APPROVAL

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DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF
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Hereewith, I testify that in this research paper, there are no plagiarism of the previous literary works which have been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred in the manuscript and mentioned in literature review and bibliography.

Hence, later, if it is proven that are some untrue statements in this testimony, I will be fully responsible.

Surakarta, August 2012

Agustina Setyaningsih
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MOTTO

My Mom is My Great Inspiration.
(The Writer)

The Happiest Thing in My Life is Seeing My Parent be Proud of Me and Smile Happily for My Achievements.
(The Writer)

Tidak ada keberhasilan yang bisa dicapai tanpa melalui kesulitan.
(Mario Teguh)

Lakukanlah yang mungkin kau lakukan hari ini, agar engkau mencapai yang tadinya tidak mungkin.
(Mario Teguh)

Engkau adalah pemimpin hidupmu sendiri, pikirkanlah yang baik-baik, katakanlah yg baik-baik. Utamakanlah yang membahagiakan dirimu, keluargamu dan sesamamu.
(Mario Teguh)

Maka sesungguhnya, cara untuk menjadi pribadi terbaikmu adalah berlaku sebaik imajinasimu.
(Mario Teguh)
DEDICATION

This little work is dedication to:

➤ My beloved parents,

➤ My beloved brother,

➤ My lovely grandfather and grandmother,

➤ My big family from my mother and my father,

➤ My dearest lovely,

➤ All of my Friends.
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The writer realizes that there are many weaknesses in this research paper because of the limited capability and knowledge of the writer. Finally, she expects that this research paper will be useful for the readers.

Wassalamu’alaikum Wr. Wb

Surakarta, August 2012

Agustina Setyaningsih
SUMMARY


This research is aimed at describing teaching learning process of writing skill at the fourth semester English Department of Muhammadiyah University of Surakarta. It is conducted to describe (1.) learning objective, (2.) syllabus, (3.) material, (4.) methods of teaching writing, (5.) classroom procedure and activity, (6.) teacher role and learner role, (7.) media used in teaching writing, (8.) the strength and weaknesses of teaching learning process of writing skill at English Department of Muhammadiyah University of Surakarta.

Type of the research is descriptive qualitative research; the writer uses one of them that is micro ethnography. In this research the data derived from event, informant and document. There are three techniques in collecting data namely; observation, interview and document. The researcher used reduction of the data, display the data, conclusion and verification in analyzing data. The data are achieved from information related to the process of teaching writing IV in the form of field note, interview scripts and document.

The results of the study show that: 1.) the learning objective is to help the students preparing conduct the research paper, 2.) the type of the syllabus of writing IV is Task Based Syllabus, 3.) the material in teaching writing IV, the teacher used Writing for Academic English and The Handbook of Composition, 4.) the method used in teaching writing IV is GTM, Discussion Methods and Direct Methods, 5.) classroom procedure and activity is pre activity, main activity and post activity. 6.) the roles of the teacher are as manager, as instructor, as facilitator, as evaluator and as counselor and roles of the learner are as a listener and speaker and as a performer. 7.) the media used in teaching learning of writing skill at English Department of Muhammadiyah University of Surakarta is various, such as computer or laptop to displaying the material into LCD, textbook, realia, etc. 8.) the strength of the methods used is students enjoy the writing subject in the classroom. Besides the strength, there are weaknesses of teaching writing, such as there are many students who do not understand the target language because the teacher used native language more frequently than target language, in addition the teacher also needs much time to explain the material in the classroom.
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