

**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
WRITING SKILL: A NATURALISTIC STUDY
AT SMP MUHAMMADIYAH 1 SURAKARTA**



PUBLICATION ARTICLE

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by

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APPROVAL

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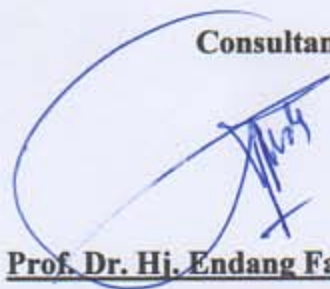
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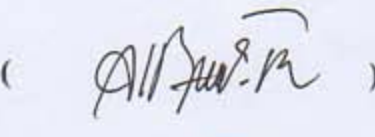
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ACCEPTANCE
CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
WRITING SKILL: A NATURALISTIC STUDY AT
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by
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PRONOUNCEMENT

Herewith, I testify that in this research paper there is no plagiarism of the previous literary work which have been raised to obtain bachelor degree of university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary and bibliography.

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Surakarta, June 2016

The researcher,



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ABSTRACT

MIA DIAN PRATIWI. A320120116. CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH WRITING SKILL: A NATURALISTIC STUDY AT SMP MUHAMMADIYAH 1 SURAKARTA. Research Paper. School of Teacher Training and Education. Muhammadiyah University of Surakarta. 2016.

This study is aimed to describe (1) classroom techniques used by the teacher to develop students' English writing skill (2) the purposes of each classroom technique (3) the teacher's roles (4) the student's roles. This type of the research is descriptive qualitative research, especially naturalistics study. The technique of collecting data uses observation and interview. The result is some classroom techniques used by the teacher to develop students' English skill, especially writing skill such as: writing based on picture, writing based on template, writing a card, dictation, writing based on topic, join writing in a group, fill in the blank, writing based on jumble word or sentence. The teacher has roles as controller, teacher as organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer, and teacher as model. The students has roles as planner, students as group, students as tutor, students as monitor and evaluator. The conclusion of this study is that the use of various classroom techniques in the teaching - learning process by English teachers in SMP Muhammadiyah 1 Surakarta can develop the students' English skill especially writing skill. By using various classroom techniques can make students interested and enjoyed in teaching-learning English language. Students are becoming more active and creative in teaching writing skill. Based on the result, classroom techniques used by teacher are very important and it can make the students do not feel bored and lazy in the teaching - learning process of English writing skill.

Key words: Classroom techniques, writing skill, teacher's roles, student's roles.

**TEKNIK KELAS YANG DIGUNAKAN OLEH GURU UNTUK
MENGEMBANGKAN KEMAMPUAN MENULIS SISWA: PENELITIAN
NATURALISTIK DI SMP MUHAMMADIYAH 1 SURAKARTA
UNIVERSITAS MUHAMMADIYAH SURAKARTA**

ABSTRAK

MIA DIAN PRATIWI. A320120116. TEKNIK KELAS YANG DIGUNAKAN OLEH GURU UNTUK MENGEMBANGKAN KEMAMPUAN MENULIS SISWA: PENELITIAN NATURALISTIK DI SMP MUHAMMADIYAH 1 SURAKARTA. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta. Juni, 2016.

*Penelitian ini bertujuan untuk mendeskripsikan (1) teknik kelas yang digunakan oleh guru untuk mengembangkan kemampuan menulis Bahasa Inggris siswa di SMP Muhammadiyah 1 Surakarta (2) tujuan masing-masing teknik (3) peran siswa (4) peran guru. Jenis penelitian ini adalah penelitian deskriptif kualitatif menggunakan penelitian naturalistik dalam menganalisis data. Metode pengumpulan data dalam penelitian ini adalah observasi dan wawancara. Hasil dari penelitian ini menunjukkan bahwa *The results of this study shows that there are some classroom ada beberapa teknik yang digunakan oleh guru untuk mengembangkan kemampuan menulis Bahasa Inggris siswa seperti: menulis berdasarkan gambar, menulis berdasarkan contoh, menulis kartu, mendikte, menulis berdasarkan topik, menulis dalam kelompok, mengisi kalimat rumpang, menulis berdasarkan kalimat acak. Guru memiliki peran seperti: guru sebagai pengontrol, guru sebagai organisator, guru sebagai motivator, guru sebagai sumber, guru sebagai pengajar, guru sebagai pengamat, dan guru sebagai model. Siswa memiliki peran seperti: siswa sebagai perencana, siswa sebagai kelompok, siswa sebagai pengajar, siswa sebagai pengamat dan penilai. Kesimpulan dari penelitian ini adalah bahwa guru bahasa Inggris di SMP Muhammadiyah 1 Surakarta menggunakan berbagai macam teknik dalam proses belajar mengajar dapat mengembangkan kemampuan menulis bahasa Inggris siswa. Dari berbagai teknik dapat membuat siswa tertarik dan meikmati proses belajar mengajar bahasa Inggris. Siswa menjadi lebih aktif dan kreatif dalam pelajaran menulis. Berdasarkan hasil, teknik di dalam kelas yang digunakan oleh guru sangatlah penting dan untuk membuat tidak bosan dan malas dalam proses belajar mengajar menulis bahasa Inggris.**

Kata kunci: Teknik di kelas, kemampuan menulis, peran guru, peran siswa.

1. INTRODUCTION

English language has an important role in the educational world, especially in Indonesia. It could be seen that English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. It says that English has been learned in all levels of education in Indonesia.

As one of the four language skills, writing has always occupied a place in most English language courses (Fauziati: 2010:45). In writing a sentence or a text, the students have to focus on the rules of writing such as topic of paragraph, body of paragraph, conclusions of paragraph and so on.

In teaching classroom, method and technique are different. As Anthony (1963: 95) in Fauziati (2014: 12) stated method as “ an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. While technique is an implementation which actually take place in a classroom. It is a particular trick, strategy, or contrivance used to accomplish an immediate objective. According Anthony in Allen (1965: 94) in Fauziati (2014: 11) views approach as “A set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is an axiomatic.”

According to Fauziati (2010: 51) stated “writing as process is oriented towards work in progress and the development of new skills, rather than merely evaluative tasks, the classroom practices vary from each other; these often depend much upon the students’ experiences and skills when planning and adjusting their writing program. Robert (2009) stated that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information. Ulquhart and Mcler (2005) states “writing is a recursive process. Students should learns strategies for invention and discovery”. It is generally agreed that writing is the most difficult skill to master for foreign language leaners.

According to Fauziati (2010: 196) sucess in language teaching, in relation to both students learning and teacher efficiency, can often be traced to the ability of

teachers to manage the classroom. Success in language teaching depends less on materials, techniques, and linguistic analysis, and more on what goes on inside and between people in the classroom (Stevick Stevick (1980: 4) in Fauziati (2010: 196). From those problem, now the teachers are demanded to create some strategies which can explore the students' writing competence.

Harmer, J. (2007) teacher's Role Classification Teacher as a controller complete charge of class center of attention in front of the clas uses a lot of talking introduction of new language accurate reproduction and drilling techniques. Harmer also states that some of the most common teachers' roles are the following: teacher as controller, teacher as prompter, teacher as resource, teacher assessor, teacher as organizer, teacher as participant, teacher as tutor.

According to Johnson and Paulston (1976: 39-46) spells out learner role in individualized approach to language learning: a) the learner is planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in the classroom; b) the learner is monitor and evaluator of his or her own progress; c) learner is a member of a group and learns by interacting with others; d) the learner is tutor of other learners; e) the learner learns from the teacher, from other students, and from other teaching sources.

Based on the observation in SMP Muhammadiyah 1 Surakarta, the teacher usually uses invention technique such as: free writing, brainstorming and listing. The activities which are performed by the teacher for the students in writing skill such as: 1) Arrange the random sentence (Students do the task which is given by the teacher, which contained the random sentence and arrange it to the correct sentences), 2) Fill in the blank in the sentence (Students do the task which is given by the teacher, which contained fill in the blank sentence), 3) Write the genre and functional text (Students write the genre and functional text according to the material which given by the teacher). The classroom technique which is used by teacher above is good and appropriate, but not develop yet the reliability and the abilities of students' writing skill. This research, especially dealing with classroom technique to develop students' English writing skill with naturalistics study.

The reason of the researcher wants to observe the classroom techniques used by teacher in there, because in SMP Muhammadiyah 1 Surakarta there are not making yet research about classroom technique used by teachers especially in writing skill.

2. RESEARCH METHOD

This research is descriptive qualitative, especially naturalistics study which intended to describe classroom technique to develop students' English writing skill at SMP Muhammadiyah 1 Surakarta. The writer used naturalistics study because the aim of this research is to determine actuality, social reality, and the human perception through their recognition, which might not be expressed through formal measurement projection or the questions research which has been prepared first. The researcher gets the data from three sources such as: event, informants, and document. The researcher uses two methods in collecting data such as: interview and observation. The researcher analyzes data takes some steps such as: collecting the data, reduce the data, presenting the data, and takes conclusion drawing or verification the data. In SMP Muhammadiyah 1 Surakarta have three English teachers, the first teacher Mrs Asih Marselina S. Pd, the second teacher Mr. Widodo S. Pd, and the third teacher Mr. Zubaidi Arif S. Pd. The object of this research focuses on the English teaching techniques are applied by English teachers to develop students writing skill at SMP Muhammadiyah 1 Surakarta.

3. FINDING DISCUSSION

This research focuses on the questions of problem statements, they are (1) Type of classroom techniques to develop students' English writing skill (2) Purposes of each classroom technique (3) Teacher's roles (4) Student's roles at SMP Muhammadiyah 1 Surakarta.

A. Types of Classroom Techniques in Teaching English writing skill at SMP Muhammadiyah 1 Surakarta

There are several techniques used by the English teacher to develop writing skill, such as: writing based on picture, writing based on template, writing a card,

dictation, writing based on topic, join writing in a group, fill in the blank, writing based on jumble word or sentence.

(1) Writing Based on Picture

Writing based on picture is technique of teaching writing using images which is paired and sorted into a logical sequence. Students observe the picture which given by teacher in order to they can write the description about the picture.

Writing based on picture used to encourage the students in writing. Each student gets a picture then they have to describe the picture based on their opinion about it.

Teacher: Oke, Now please write down the description of your idol. Maybe his/her name, physical characteristics such as; the body, hair, or anything, or maybe his/her hobby. Are you understand?

Students: Yes, Miss.

(2) Writing Based on Template

Writing based on template techniques is the technique which students observing the examples of text which given by teacher with another word the action of using someone or something as a model. It is used in order to make students easy to understand the form of the text. Students can imitate the example which is used by teacher, so students just change the content of the text according to teacher's instruction.

Teacher: Today, I will give you an example of invitation card.Let's see.

(teacher show the example of material in power point slide).

Are you understand about Invitation Card?

Students: Yes, Miss. Invitation card is a letter that used to invite someone (friends, family, parents, etc) to come in a specific event.

Teacher: Yes, Great! OK, please write the invitation card for your birthday party to your friends.

(3) Writing a Card

. Writing a card is technique which teacher ask the students discuss the material using card. This technique used in order to the students not feel bored in teaching learning process in the classroom. So the students can more interested in learning. .

Teacher: Are you understand about greeting card?

Students: Yes, Miss. Greeting card is an illustrated piece of card which contained the expression of friendship to convey thanks or express other feeling.

Teacher: That's great! Now, please make a greeting card to your friends, family, or anyone else. It can be greeting card for birthday, graduation, wedding, anniversary, new years. And then write down on the paper which you bring become a card. Any questions?

Students: No, Miss.

(4) Dictation

Dictation is technique when one person speaks while another person transcribes what is spoken. Dictation can be defined as technique which the teacher gives the material orally, so in this technique students should write down what the teacher said.

Teacher: Today we will discuss about instruction. Anyone knows about instruction?

Students: No, Miss. What is instruction?

Teacher: Instruction is is an expression that is used in order that other person does what we instruct or request, or giving imperative to other people for to do or not to do something.

Teacher: Okay, now listen to me, then write down the example of intruction. Are you understand?

Students: Yes, Miss.

Teacher: (teacher read and dictate the example of instruction, then students copying it.)

Close the door!

Keep silent, please.

Please keep off the grass.

Back to your seat, please.!

Students: (write down their work)

(5) Writing Based on Topic

Before students are going to write something, the teacher give an issue. Issue is the act of officially making something available or giving something to people to be used. The issues have to encourage the students to write. Students have to give an opinion about the issue which given by the teacher. By using this technique students can improve their knowledge in writing.

Teacher: Today we will discuss personal letter. Do you know personal letter?

Students: No, Miss. What is personal letter?

Sudents B : Personal letter is a type of letter which provides communication between a small number of people, usually two.

Teacher : Oke, now I'll ask you to write a personal letter to your friend with topic your congratulation for his/her party. Any question?

Students: No, Miss.

(6) Join Writing in a Group

Join writing in a group is technique which teacher divided the students into several group or in pair. So the teacher give the material with the students, then students have to discuss with their group.

Teacher: Okey, students. Today we'll discuss about invitation card.

What is invitation card?

Student A: Invitation card is a letter that used to invite someone (friends, family, parents, etc) to come in a specific event.

Teacher :Oke, now I'll divide you into 4 group in this class. Each group make invitation card, first group about wedding party, second group about birthday party, third group about baby shower and the last group about farewell party. Do you understand?

(7) Fill in the Blank

Fill in the blank is technique which teacher gives a type of question or phrase with one or more words replaced with a blank line, giving the reader the change to add the missing word. For example in a text which has blank word, so the students have to write the appropriate word in order to suitable with the text.

Teacher: OK student, have you see this? This is food label.

Food label is printed information affixed to a product to identify type, size, brand, manufacturer and other product-specific information in order to inform the consumer and encourage a purchase.

Teacher: Great! All of you understand the material today, right?Oke, now I'll give you a question.

(teacher show the question on power point slide)

This is the label, but you have to fill in the blank sentence with suitable word in order to make an appropriate label. You can use the words in the column to fill the blank sentences. Are you understand?

Students: Yes Miss.

(8) Writing Based on Jumble Word or Sentence

Jumble word or sentntence is the technique which students should rearrange the jumbled word into the aproprate sentence. Or the sentence in appropriate

paragraph. This technique can improve students' grammar also the vocabulary. Teacher can understand the students' structure ability in writing a text.

Teacher : Hello students, have you saw a short message?

Student A : Short message is usually less formal in which the message is given to relatives or friends.

Teacher : Okay, now I have a question for you, please open on the last pages of the paper material. This question contain short message, but this text in the form of random sentence. I'll ask you to change it into appropriate paragraph become appropriate short message. Do you understand?

Students : Yes, Miss.

B. The purposes of Each Technique in Teaching English Writing Skill at SMP Muhammadiyah 1 Surakarta

There are several purposes of each technique used by the teacher to develop students' English writing skill, such as:

(1) Writing Based on Picture

The purpose of this technique is used to encourage students' ability in writing, students can understand to describe about something. And the other purpose of this technique is students can improve their creativity in writing.

(2) Writing Based on Template

The purpose of this technique in order to students can understand the form of text easily. Because students can imitate, but they have to change the content according of teacher's instruction.

(3) Writing a Card

The purpose of this technique students can more interested in learning. This technique also can create the creativity students in teaching learning process about writing.

(4) Dictation

The purpose of this technique is to improve students' vocabulary in writing, and also speaking so they can understand the material or text which is given by the teacher.

(5) Writing Based on Topic

The purpose of this technique is used in order for students to give an opinion, point of view, or idea about an issue which is given by the teacher. Students also can improve their ability in writing sentences and paragraphs.

(6) Join Writing in a Group

The purpose is to create a relationship between student and student and also student with teacher. So they have to discuss the material together.

(7) Fill in the Blank

The purpose of this technique is for students to improve their vocabulary, and students can understand the content of a sentence/ text.

(8) Writing Based on Jumble Word or Sentence

The purpose is for students to know the structure of the sentence, and improving grammar and vocabulary mastery. The other purpose is for students to understand about the content of a sentence or paragraph.

C. Teacher's Roles in Teaching Learning Process Writing Skill

Based on the writer's observation, the writer found that there were many kinds of teacher's roles in the teaching-learning process to develop students' writing skills at *SMP Muhammadiyah 1 Surakarta* such as: teacher as controller, teacher as organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer and teacher as model. This finding is relevant with Harmer's theory.

(1) Teacher as Controller

The teacher as controller means the teacher should control the students' activity, keep the condition of the students, and help the students to focus study in the classroom. The teacher is in complete charge of the class. The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed.

(2) Teacher as Organizer

Teacher as organizer means the teacher also can organized the activity in the classroom. The teacher should be good at organizing activity in the class so teaching-learning process will be more organized. In other case, teacher as organizer also make the material can be absorbed by students maximally.

(3) Teacher as Prompter

In this case, prompter as same as motivator. Teacher give motivation for the students to keep spirit in the classroom activity. For example, at the last subject students usually students started bustling and not enthusiasm in learning, so the teacher have to give motivation for the students that the learning is important.

(4) Teacher as Resource

Teacher as resource means the teacher is resource the material of the students. However book is the main resource of the material, but teacher is the most important resource for the students to deliver the material, because if the students find the material by themselves, they can not optimally in getting the material.

(5) Teacher as Tutor

After the teacher know what is the material, the teacher deliver the material for the students briefly. Teacher as a tutor, teacher also explain the purpose of the material. If the students do not understand about the material the teacher will be explained again.

(6) Teacher as Observe

As an observer, the teacher wants to know the students' understanding with the material. The teacher can observe the students by asking a question, giving individual task, then teacher observe student's responses. Besides the teacher observe the students, the teacher also wants to know how far the method or techniques used in teaching learning process is succesful or not.

(7) Teacher as Model

Teacher as model means the teacher will be imitated by the students, the teacher becomes a model for the students, the teacher doing something like reading aloud, repetition that will be imitated the students to know how to read a word well.

D. Student's Roles in Teaching Learning Process Writing Skill

Based on the writer observation, the writer found that there were many kinds of student's' roles in the teaching-learning process to develop students' writing skill at *SMP Muhammadiyah 1 Surakarta* such as: students as planner, students as group, students as tutor, students as monitor and evaluator. This finding correspond with Johnson and Paulston theory (1976: 39-46) spell out learner roles in an individualized approach to language learning.

(1) Student as Planner

Student as planner means the students should make a planning of their learning program and they having responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teacher. In this case, students as center planner in the classroom activities to plan the strategy in discussing the material.

(2) Student as Group

Students as group means that the students can share their ideas or knowledge with other students and the teacher. Students can ask and then discuss with other if they find the difficulties the material. They also can learn together to solve problem in learning, and finish their assignment from their teacher in their group. The students can easily explain the ideas or transferring another ideas or opinion in their group.

(3) Student as Tutor

Student as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The student who already understand with the material that has been taught to teach his friend who can not or have not understood about the material.

(4) Student as Monitor and Evaluator

Its means the students are monitor and evaluator of his own learning program. They can monitor and evaluate their learning program by themselves. The students can monitor their learning progress from the result of their task, by the seeing the result can see how far they understand the material. From the result they know

how to evaluate the learning style is success or not if the result is bad they can change their own learning style.

4. CONCLUSION

After describing and analyzing the data, the writer draws the following conclusions, as follow:

The English teachers at *SMP Muhammadiyah 1 Surakarta* use various techniques to develop the students writing skill. The classroom technique has each purposes in teaching-learning process. By using various classroom techniques can make the students interested and enjoyed in teaching-learning English. The students become more active and creative especially in teaching writing skill. Based on the result, classroom technique used by the teacher of *SMP Muhammadiyah 1 Surakarta* is varied and effective to develop students' English writing skill.

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