

**THE IMPLEMENTATION OF “KURIKULUM TINGKAT
SATUAN PENDIDIKAN” IN TEACHING WRITING SKILL
(A Naturalistic Inquiry at Madrasah Tsanawiyah Nadhlotul
Muslimat (MTs NDM) Surakarta)**



A Thesis

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ABSTRAK

Eko Adi Wahyu Jatmiko. S 890306002. 2011 *“Pelaksanaan “KURIKULUM TINGKAT SATUAN PENDIDIKAN” dalam Pembelajaran Ketrampilan Menulis (Sebuah Studi Naturalistic pada Madrasah Tsanawiyah Nadhlotul Muslimat (MTsNDM) Surakarta)*. Tesis. Magister Pendidikan Bahasa Inggris Program Pasca Sarjana Universtias Sebelas Maret Surakarta. pembimbing (1) Dr.Sujoko, MA, Pembimbing (2) Dra. Dewi Rochsantiningsih, MEd, PhD, Kata Kunci: Pelaksanaan, KTSP, pembelajaran Ketrampilan Menulis.

Tujuan penelitian adalah untuk mendapatkan gambaran yang jelas tentang pelaksanaan *“Kurikulum Tingkat Satuan Pendidikan”* (KTSP) dalam pembelajaran ketrampilan menulis, untuk mengetahui kekuatan dan kelemahan pelaksanaan KTSP dalam pembelajaran ketrampilan menulis dan untuk mengetahui akibat yang ditimbulkan terhadap guru, strategi mengajar, serta intensitas belajar siswa.

Penelitian ini telah dilaksanakan di Madrasah Tsanawiyah Nadhlotul Muslimat (MTsNDM) Surakarta, dari April sampai dengan Agustus 2010. Peneliti ini adalah sebuah penelitian kualitatif dalam bentuk naturalistik inquiri. Subyek penelitian pada proses belajar dan mengajar aktifitas ketrampilan menulis bahasa inggris di Madrasah Tsanawiyah Nadhlotul Muslimat (MTsNDM) Surakarta.

Data tesis ini dikumpulkan dari beberapa teknik meliputi obserfasi non partisipasi, wawancara mendalam, analisis dokumen. Dalam menganalisis data kualitatif, peneliti menggunakan metode perbandingan konstan (constant comparative method) untuk pengambilan teori: membandingkan kejadian yang sesuai pada tiap kategori, memadukan kategori dan perlengkapan mereka, membatasi teori dan menulis teori.

Pelaksanaan KTSP dalam pembelajaran ketrampilan menulis bahasa inggris memberi beberapa kekuatan dan kelemahan. Beberapa kekuatannya adalah guru mempunyai hak untuk menyusun silabus yang sesuai dengan kebutuhan sekolah dan guru juga mempunyai kesempatan untuk mengembangkan kreatifitasnya dalam proses pembelajaran ketrampilan menulis. Karena KTSP memberikan hak sekolah untuk mengembangkan kurikulum dari pemerintah. Namun, pelaksanaan KTSP juga mempunyai kelemahan antara lain keterbatasan waktu yang dibutuhkan untuk menyesuaikan dan adanya kesulitan dalam mengubah guru dan pemahaman yang penting terhadap kurikulum baru. Karena KTSP mempunyai perbedaan karakteristik dari kurikulum sebelumnya, ini memberikan beberapa akibat pada proses pembelajaran ketrampilan menulis di MTs NDM Surakarta. Beberapa akibatnya adalah pengaruh KTSP pada strategi guru dalam pembelajaran ketrampilan menulis, bahkan efek yang lain strategi guru mempengaruhi intensitas belajar siswa.

Penemuan penelitian dalam studi ini mengindikasikan bahwa pelaksanaan KTSP dalam pembelajaran ketrampilan menulis di MTs NDM memberikan kontribusi yang baik pada perkembangan intensitas belajar siswa, sehingga penelitian ini merekomendasikan bahwa (1) guru seharusnya mempertimbangkan prosedur pelaksanaan KTSP, mereka diharapkan untuk lebih aktif, kreatif dan inovatif dalam pembelajaran menulis, (2) sekolah sebagai

lembaga yang melaksanakan KTSP seharusnya memberikan supervisi untuk pelaku pendidikan, khususnya para guru bahasa Inggris sebagai pelaksana sesungguhnya dalam proses pembelajaran, (3) pemerintah seharusnya mempertimbangkan kesiapan pada level departemen kebawah sampai dengan sekolah dalam pelaksanaan KTSP.



CHAPTER I

INTRODUCTION

A. Background of the Study

A Curriculum is the blue print of the instructional process. A Curriculum consists of the plan about what will be done during the instructional process (Subandijah, 1993: 34). In this case, a curriculum takes part as the guiding instruction. A curriculum, however, should also be the means of anticipatory; i.e., the means that can predict the future. A curriculum, then, can be the means i.e., able to show the expected result organization. Pratt in Subandijah (1993: 35) considers a curriculum as an organized set of formal educational and or training intentions. A curriculum should be understood that it is not the set of activities but it is mostly the blue-print of the set of activities in implementing a curriculum. The content of curriculum is intended to be a guide in practicing the instructional process. It consists of the objectives, content, evaluation, media, sources, and soon. Since a curriculum is used as the guide in educational activity, it needs be developed as the development of the technology and science.

A curriculum is developed continuously since the practitioners need the better result in education. A curriculum as an important means of achieving the goal in educational process has the characteristics of anticipatory and adaptive to the change and the development of technology and science. Schawb in Subandijah (1993: 7) states that a curriculum is the unstable but useful arts of the practitioner. This definition implies that curriculum always develops following the *commit to user*

development of the technology and science. Richards (2001: 2) states there are several things to be considered since.

“curriculum development focuses on determining what knowledge, skills, and values students learn in school, what experiences should be provided to bring about intended learning outcomes, and how teaching writing skill in school or educational systems can be planned, measured, and evaluated.”

A curriculum development hopefully gives the basis, content, and guide in developing the students, competency optimally based on the requirements and the odds of society development. It, therefore, should be also supported by the general principles in developing a curriculum. Those general principles according to Sukmadinata (1999: 150) are relevancy, flexibility, continuity, practicality, and effectiveness.

The formal education after the Indonesia independence day is based on the five principles (named as *Pancasila*) and the 1945 constitution (known as *Undang- Undang Dasar 1945*) though the curriculum used is not the same. Basically, the education activity held in the 1940s to 1950s has the same goal of education i.e., creating the aspiration of national development in general, and specifically creating the aspiration of national education based on *Pancasili* and *Undang- Undang Dasar 1945*. This goal is referred to the basic plan of national development which is included in the outline of government guide (named as *Garis- Garis Besar Haluan Negara/ GBHN*). The curriculum used in the formal education right the independence day, especially before 1975 is based on the material oriented approach (Subandijah, 1993: 55). The content of this approach is about what materials will be given to the students. The benefit of this approach is

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that the materials of teaching will be more flexible and free to be arranged because there is no certain limitation in deciding the materials to achieve the goal of education.

However, because of no certain limitation in deciding the materials it is difficult to decide the guidance in deciding the teaching methodology and the measurement. Actually, the educational practice in Indonesia had been started to be revised four months after the independence day but the school system was created in 1947. This school system had been adjusted to *Undang- Undang Dasar 1945*. This system also included the six years education which was known as “sekolah rakyat”. Unfortunately, this system had not been implemented and developed yet. Then, in 1960 there was the law which can be the underlying rule known as “Rumusan Induk Sistem Pendidikan Nasional” based on the President decree No 14, 1965. It was started on the decree of Temporarily Indonesian House of Assembly (named as *Majelis Permusyawaratan Rakyat Sementara/MPRS*) No II/MPRS/1960 about *manusia sosial Indonesia*. As the result of this arrangement, there was President’s decree No 19, 1965 about *Sistem Pendidikan Nasional Pancasila*.

The changes of curriculum in Indonesia have occurred several times. There are some people confessing that the changes Indonesian national curriculum started by 1947 curriculum. The curriculum in this era was known as “Rentjana Peladjaren” 1947. Hence, the Indonesian national curriculum was developing and changing. The development of the curriculum was initiated by emergence of the 1952 curriculum to substitute the 1947. This curriculum was known as “Rentjana
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Peladjaran Terurai” 1952. The curriculum in this era had been started to use the national education system. After having that curriculum, Indonesia government revised again the curriculum which had the soul of cooperation and led democracy as started by Sularto (2005: 2), “*Jiwa kurikulum adalah gotong royong dan demokarasi terpimpin*”. The curriculum was inspired by the politic happening in Indonesia. By the end of “Orde Lama”, MPRS issued the decree of MPRS No XXVII/MPRS/1966 stating that goal of education was establishing the real *Pancasila* people based on the constitution in *Undang- Undang Dasar* 1945. Consequently, the national curriculum was changed into 1968 curriculum. This curriculum according to Semiawan in Sularto (2005: 2) was the first structured guidance for the educational practitioners.

The 1968 curriculum is the curriculum which was regarded as the completion of 1964 curriculum. This curriculum made the change in the educational curriculum structure, from *Pancawardhana* (1964 curriculum) in to the establishing of *Pancasila* soul, the basic science, and the special skill. The 1968 curriculum could be regarded as the realizatiuon of the orientation change on the practicing of *Undang- Undang Dasar* 1945 purely and consequently. Sularto (2005: 2) states that the objectives of the education based on 1968 curriculum is increasing the moral mental behaviors and strengthening the faith, improving the skill and science, and guiding and improving the strong and healthy physic. However, this curriculum is still regarded as the imperfect curriculum though its arrangement had been based on the deep study of *Pancasila and Undang- Undang Dasar* 1945 (Yaumi, 2006: 1).

The 1975 curriculum was started to be planned as the previous curriculum was regarded to be changeable. Therefore, the government, the experts, and education practitioners made the innovation and experiment to the teaching- learning design. This teaching- learning design was regarded as the accumulation of the innovation and experiment which was known as curriculum 1975, then. Even though this curriculum used certain approaches, but it was regarded as the curriculum that needs to be revised since it was not able to accommodate the effort of establishing the Indonesian people perfectly with the indication on the development of cognitive, affective, and psychomotor aspects. Then, the government. Trough the general meeting of the Indonesian House of Assembly (known as Majelis Permusyawaratan Rakyat/ MPR) in 1983 agreed to revise the curriculum. Based on the GBHN 1983, MPR had implicitly stated the change of 1975 curriculum in to 1984 curriculum. Even though the main purpose of those two curriculums, 1975 curriculum and 1984 curriculum is raising the quality of national education.

The 1984 curriculum was decided as the replacement of the previous curriculum, 1975 curriculum, which was regarded that it was not able to fulfill the society requirements, and the technology and science requirements. This curriculum emphasizing on the active student as the way of study. This way was known as *Cara Belajar Siswa Aktif* (CBSA). This curriculum according to Sularto (2005: 3) was the continuity of the issue of the law of national education system which is known as *Undang- Undang Sistem Pendidikan Nasional*. The process of teaching- learning in this curriculum was oriented on the theory of teaching-

learning with less emphasizing on the content of the lesson. After ten years of the implementation of this curriculum, it was regarded as the burden for both the practitioners and the students since the number of the materials are more than the time given.

1994 Curriculum was made as the simplification of the previous curriculum, 1984 curriculum. The change of the curriculum happened again to get the proper curriculum for the national education. The implementation of this curriculum was based on *Undang – Undang* No 2, 1989 about national education system. The implementation of this curriculum caused the change of the time division during the study in a year; from the six months system (*semester*) to the four months system (*catur wulan*). Using *catur wulan* system, which is the division of the duration of the study in a year in to three steps, the students were hopefully given the more chance to get the more lessons. Alwasilah (2007: 1) gives the clear explanation of the implementation of 1994 curriculum; this curriculum expects the more creative teachers but the teachers' activity is only practicing what had been decided based on curriculum. In this implementation, it is very clear that there is no chance for the teachers as the practitioners to improve their creativity. Therefore. There must be a curriculum as the substitution of this curriculum since this curriculum needed a revision. Moreover, there must be a response for the structural change in the government, from centralistic to decentralistic government as the logic consequence of implementing *Undang– Undang Republik Indonesia* No. 22 and 25/1999 about autonomy (known as *Otonomi Daerah*).

The 2004 curriculum was the substitution of the previous curriculum, 1994 curriculum. 2004 curriculum was known as “kurikulum berbasis kompetensi” (competence based curriculum). This curriculum was planned to be implemented by the academic year 2004/2005 by the government through the announcement from the National Education Department. Before the issue of the curriculum, the government started the pilot project of the implementation of this curriculum in certain school in some districts. This curriculum can be regarded as the response of the paradigm movement of the beneficiaries’ community of the education; from the collective to the individual one (Nadjamudin, 2004: 1). According to Asman (2007: 1) this curriculum is not intended to establish the graduates with the knowledge as much as possible but to produce the graduates who can apply the knowledge in the daily life to gain the needs of life. Basically, this curriculum requires the more active role of the teachers because the success indicator is on the basic competency that must be mastered by the students. In this case, the curriculum is the basic reference of the instructional process. The teachers are required to be able to arrange the syllabus based on the students’ need. Unfortunately, this curriculum is considered as the incomplete one i.e., needed the completion before the issue.

The 2006 curriculum is the complete of the previous curriculum, 1994 curriculum. 2006 curriculum is the newest curriculum used in Indonesia. It is started to be issued by the Indonesia minister of national education, Bambang Soedibyo, in June 2nd, 2006. The 2006 curriculum which is known as “Kurikulum Tingkat Satuan Pendidikan” (KTSP) can be considered as the curriculum to
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answer the problems arose as the effects of the implementation of the previous curriculum. As the 1975 – the 1994 curriculums were the top down policy, the school as the educational institution in any island, any province, even in any district in Indonesia must use the same curriculum development because they didn't have any rights to change or even just make them appropriate in their school. The distance become bigger and wider time by time for the human resources and the area development in one province must be different to one another.

The implementation of KTSP as the new curriculum in Indonesia is also based on certain rules. Those are *Undang- Undang Republik Indonesia* No 20, 2003 of which content is about National Education System, *Peraturan Pemerintah Republik Indonesia* No 19, 2005 of which content is about *National Education Standard*, *Peraturan Menteri Pendidikan Nasional* No 22, 2006 of which content is about Content Standard, and *Peraturan Menteri Pendidikan Nasional* No 23, 2006 of which content is about graduates competency standard (*Standar Kompetensi Lulusan*). These rules become the references of using KTSP as the curriculum which is newly introduced. The implementation of this curriculum is also supported by *Peraturan Menteri Pendidikan Nasional Republik Indonesia* No 24, 2006. Based on *Peraturan Menteri Pendidikan Nasional Republik Indonesia* No 24, 2006 pasal 2, ayat (2), the implementation of KTSP curriculum will be totally used by the academic year 2009/2010.

The top-down policy in using the curriculum is very famous in the era of 1975 curriculum until 1994 curriculum. The curriculum is developed by the
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central government. The national policy could not directly be developed by the school as the educational institution but it must be arranged first by “*Pusat Kurikulum*” as the central curriculum department in Indonesia. Then, the teachers as the practitioners in education process only got the instruction of implementing what had been developed and decided by the central education institution. Resulting of this policy, the measurement of the national education quality is really homogeny. The measurement in this policy is judged that it did not consider the variety of Indonesian culture, variety of the human sources capability, the social background, and many other aspects that could not be viewed using the same point of view.

The bottom-up policy, then, becomes very popular in the era of 2004 curriculum and 2006 curriculum. This policy gives the wider chance to the school as the institution in instructional process to develop the curriculum based on the condition and situation of the school. This policy regards the schools as the closest institutions which know more about their own capability and their possibility develop. However, this policy is not as perfect as the people hoped in education development. The government will face many complex problems if it uses this policy in education system since Indonesia consists of several different cultures and life backgrounds. The government needs the measurement that can represent the national ability with the consideration of the many different aspects.

The implementation of KTSP uses both top-down and bottom-up policy. This policy combines the implementation of top-down policy which the central government has the rule in development and the implementation of bottom-up

policy which the school has the right to develop the curriculum. Therefore, the government together with the school as the educational institution develops the curriculum. Unfortunately, though KTSP has been socialized by the government but it's implementation still causes the confusion in most of the school in Indonesia. Many practitioners even do not exactly understand the nature of KTSP itself. Many of them try hard to know and understand by joining the KTSP seminar, workshops, or other informative forums but in the application they only imitate the other educational institutions or even only by copying and pasting the KTSP components. In this case, the main purpose of the KTSP becomes blurring.

Moreover, the previous curriculum had given the strong influence to the teachers behaviors. The teachers as the practitioners in education process activity used to get the development of the curriculum instantly. They only had to practice what had been decided in the curriculum. Contrastively, the new curriculum implemented requires the teachers as the practitioners to participate in developing the curriculum.

Further more, the research will portrait how far this kind of curriculum understood and implemented in the instructional process. Thus, the research will be carried deeply on each components that included in KTSP since KTSP consists of some components, namely; *Tujuan Pendidikan Tingkat Satuan Pendidikan* (the goal of the educational institution), *Struktur dan Muatan KTSP* (the structure and content of KTSP), *Kalender Pendidikan* (academic calendar), *Silabus* (syllabus), and *Rencana Pelaksanaan Pembelajaran* (lesson plan).

In the classroom activity two components of KTSP, syllabus and lesson plan, will play an important role since they are prepared by the teachers as the one who is responsible for the classroom activity. As the KTSP using bottom-up and top-down policy, this research will also search the information of the teachers' readiness in implementing the curriculum, especially in preparing the syllabus and lesson plan.

Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta is one of junior high school in solo city which implemented of KTSP in the teaching learning English. It's being implemented since 2007/ 2008. Not all English teachers of junior high school apply this curriculum in teaching learning English. Some of teachers, have not understood this curriculum yet, even though they always joins teachers' training and the MGMP (Musyawarah Guru Mata Pelajaran) meeting or English Teachers Forum.

Generally in teaching English, especially in using KTSP, teachers usually encounter with constraints when talking about communicative competence. These constraints include: (1) the strategy how to make the students speak up, (2) how to make them understand a reading text easily, and (3) how to make them write a short text correctly.

In line with the situation above, it is essential to conduct a study focused on how the teachers prepare to teach, what the process of teaching writing skill English as foreign language looks like in implementing KTSP in MTs NDM Surakarta.

B. Problems Statements

Based on the background of the study above, the problems statements in this study

1. How is “Kurikulum Tingkat Satuan Pendidikan” (KTSP) implemented in the teaching writing skill of English in MTs NDM Surakarta?
2. What are the strengths and weaknesses of implementing KTSP in the teaching writing skill of English.
3. What is the effect given by the teachers’ teaching strategy to the students’ learning intensity in writing skill of English?

C. Objectives of the Study

Answering the problems statements above, this research has certain objectives. Those are:

1. To describe the implementation of “Kurikulum Tingkat Satuan Pendidikan” (KTSP) in teaching writing skill of English.
2. To analyze the strengths and weaknesses of implementing KTSP in the teaching writing skill of English.
3. To analyze the effect given by the teachers’ teaching strategy to the students’ learning intensity in writing skill of English.

D. The Benefits of the Study

This research hopefully can give the contribution to the educational matter. In general, it will be hoped to be one of the reference or the data source

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that can give the explanation dealing with the educational plan; especially, the curriculum development: which is very crucial in the process of getting the better education. Then, this study will be beneficial for the students, teachers as the educational practitioners, and the school as the educational institutions. Therefore, this research hopefully can give the brief explanation about KTSP implementation in the junior high school, especially in teaching writing skill of English.

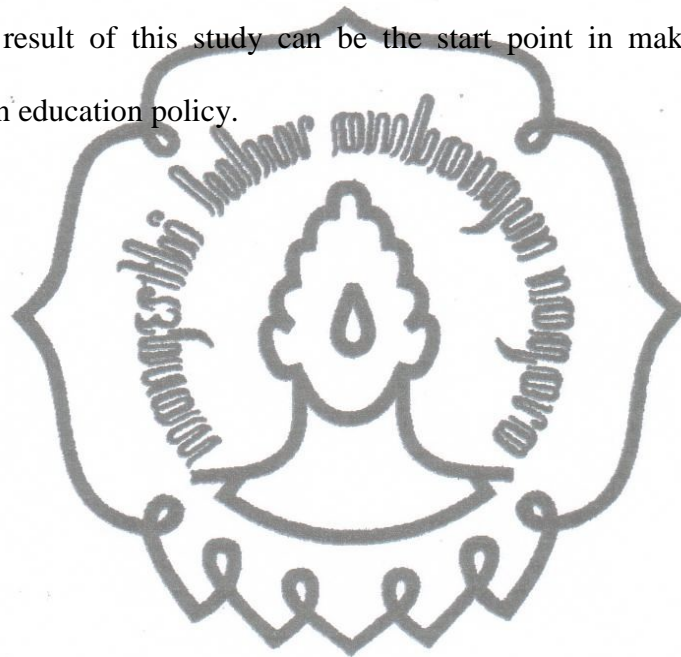
For the students, this research hopefully can give the clear explanation about the KTSP curriculum that can make them understand it well. Furthermore, the students can understand what they should do to achieve the goal of the education held based on this curriculum. As the result of all the students' effort will be the best thing as everyone hopes, i.e., the success.

For the teachers, this research hopefully can give the obvious understanding dealing with the KTSP curriculum, including the steps and the way to prepare all the components of this curriculum. Consequently, the teachers hopefully will be creative and will not imitate only in deciding and implementing the most appropriate approach to their students. However, the teachers are the educational practitioners who get the closest relation to the subjects of the study.

For the school, this research hopefully can give the detail explanation dealing with the KTSP curriculum implementation in teaching writing skill of English. Therefore, the school, as the educational institutions can measure its own capability and readiness to implement the KTSP curriculum and do not only imitate other institutions which actually have different characteristics, readiness,

and capability. In the future, the school hopefully can develop appropriately based on their characteristics; so, they will achieve their achievements on the right tract.

For the policy maker, the result of this study can give the meaningful input as the reflection of the previous policy decision dealing with the KTSP curriculum implementation in teaching writing skill of English. Then, for the future, the result of this study can be the start point in making the decision, especially in education policy.



CHAPTER II

THEORITICAL REVIEW

In this chapter the researchers describes concept of theories, such as : Curriculum in Teaching English as a Foreign Language in Indonesia, Kurikulum Tingkat Satuan Pendidikan (KTSP), Teaching Writing Skill of English.

A. Curriculum in Teaching English as a Foreign Language in Indonesia.

1. The Nature of Curriculum

Curriculum is an instrument to gain an institutional goal. It means that curriculum is an important tool in educational development (Subandijah, 1993: v). As an instrument, a curriculum should have contributions to anticipate the development of science and technology and it should be adaptive all the time on the science and technology expansion. According to Wardiman (1996: 119), curriculum is one of the tools to be used to achieve the objectives of education.

As curriculum is constructed to anticipate and to adjust the development of science and technology, it was constantly transformed in any certain period of time. The development is involved in the whole and also partially of the curriculum. The curriculum of language teaching also changed in the development of curriculum. In the continued efforts to improve and develop education system, the curriculum has undergone many changes, to bring it in line with the contemporary conditions (Wardiman, 1996: 119).

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Additionally, Richard (2001: xi) writes that the development of curriculum is an essentially activity since it seeks to improve the quality of language teaching through the use of systematic planning, development, and review practice in all aspects of language programs.

The development of curriculum is programmed to be adapted to science and technology development, and it was a part of educational activity to make the materials up to date. In indication, Richard (2001: 2) points that:

Language curriculum development is an aspect of a broader field of educational activity which is focuses on determining what knowledge, skill, and values students learn in school, what experiences should provided to bring about intended learning outcomes, and how teaching and learning in school or educational systems can planned, measured, and evaluated.

Curriculum contains direction of what to do to achieve knowledge, skill and values go behind. Curriculum is stated to respond the development challenge, therefore it is not static, but it always changes over the time.

2. The Development of Curriculum in Indonesia

The teaching and learning English in elementary and senior high school in Indonesia fulfilled two aims, such as: first, the students should prepare themselves to be able to read English text books in the university, and the English language proficiency still needed as a determinant to get job and best salary (Lee, 2007: 2).

During the forties years, there had been English curriculum implemented in Indonesia. The curriculums are 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum and 2004 curriculum. Now Indonesia was introduced

the “*KTSP (Kurikulum Tingkat Satuan Pendidikan)*” curriculum which is integrated in the 2004 curriculum or the Competence-Based Curriculum. In general, the curriculum are described as follows :

a. The 1968 curriculum.

The 1968 curriculum replaced the 1964 curriculum which assumed as an ‘*orde lama*’ product. It is the revised New Style Curriculum called *Kurikulum gaya baru yang disempurnakan* (Perfect New Style Curriculum). The curriculum emphasized grouping of subject matter. The audio lingual method used in the teaching of language accompanied by the teaching materials for senior high school, called *English for SLTA* (high schools) (Kasihani in-Emilia, 2005: 10)..

b. The 1975 Curriculum

Each of the curriculums has its own characteristics. The 1975 curriculum with its own principles which are: efficiency and affectivity; goal oriented; continuity; and long life education (Subandijah, 1993:48). It is implemented from 1975-1984. The 1975 curriculum was developed in order to overcome the quality disproportion that occurred as a result of the fast development of technology. The goals that are stated in this curriculum are not compatible with the educational growth, The standardization of the curriculum was basically an adjustment of the 1968 curriculum which was felt to be unsuited to the contemporary development advancement (Wardiman, 1996:

227). Teaching practitioners assumed that this curriculum was better than previous one, having clearer instructional objectives. The method used in the teaching of English still advocated the audio-lingual method.

c. The 1984 Curriculum

Because of the development challenge, this curriculum should be changed. It was adjusted by the 1984 curriculum which was operated from 1984-1993. The reason is that the 1984 curriculum was up to date. The curriculum was a dynamic medium to support national education, which needed to be changed and adopted continuously according to the changing needs and advancements of society (Wardiman, 1996: 239). This curriculum emphasized students' active learning; using a communicative approach, which was considered the best approach to the teaching of English.

The essential of 1984 curriculum is: relevancy; development approach; long life education; flexibility (Subandijah, 1993: 48). The curriculum is relevant to the development of science, and it supports the national education.

d. The 1994 Curriculum

In 1994, the State Policy decided to change the 1984 curriculum. The reason is that it was not up to date. They developed a new curriculum which is called "1994 curriculum. It becomes effective in stages in the school year of 1994/1995 as the implementation of the Law no 2/1989 and Government

regulation as the implementation of guide, the curriculum had to be adjusted to the respective legislation. The 1994 curriculum was planned to recognize the objective of the national education considering of the development stages of pupils in its suitability to the present-day environment, the needs of national development and the development of science and technology in accordance with the types and level of each education unit (Wardiman, 1996: 269).

The major goal of 1994 curriculum include the expansion of compulsory basic education from six to nine years, the improvement of the quality of the primary and secondary education and enhancing learning achievements for all level. Indonesia's commitment to the further development of education is based on the recognition that developed goes hand-in-hand with advancement in science and technology.

In general, the fourth (1965-1994) curriculum is grouped into two types: First, a structural approach including 1965 and 1975s' curriculum. Second, the communicative or meaningful approach is implemented in 1984 and 1994 curriculum.

e. The 2004 Curriculum

The 2004 curriculum or the Competence Based Curriculum (CBC) or "*Kurikulum Berbasis Kompetensi (KBK)*", especially in teaching English as foreign language aimed on developing the language competency, language model, literacy level, and core of written and oral language that should achieved by the students (Depdiknas, 2004: 5). The main goals of 2004

curriculum especially in English as a foreign language are: (1) to develop the ability to communicate in oral and written form in the fourth skills (reading, listening, speaking and writing), (2) to increase the awareness of the essential and the importance of English as a foreign language as a means of communication, and (3) to develop the students understanding of the languages and culture relevance and to enlarge the culture firmament (Depdiknas, 2004:5).

f. The 2006 Curriculum

In the 2006 English curriculum or the so called Curriculum in the Unit Level of Education (*KTSP*) emphasizes on the mastery of respective or productive linguistic competence in spoken and written text. The spoken texts include transactional and interpersonal conversation, and simple monologues. The written text includes simple transactional texts and 'various kinds of genre, such as: recount narrative, procedure, descriptive new item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily context of live. In the process of teaching and learning activities, the teachers should master all the text types and know how to teach the text using an appropriate approach.

In achieving these goals, there should be methods, approaches and several strategies used in the process of teaching and learning activities. The effectiveness of the current curriculum based on how it is implemented to counter the educational goals. The use of GBA is suggested in the

implementation and *KTSP* curriculum. The following Table is the journey of English curriculum for junior and senior high schools in Indonesia from 1968 to the present time.

Table 2.1. The History of English Curriculum Development for Indonesia Junior and Senior High School from 1968 to the Present Time

Year	English Curriculum Used	Features
1968	The revised New Style Curriculum called <i>Kurikulum gaya baru yang disempurnakan</i> (Perfect New Style curriculum)	Advocating the audio lingual method; Accompanied by the teaching materials for senior high school, called <i>English for SLTA</i> (high schools)
1975	The 1975 curriculum, based on the decree of the minister of education No. 008-E/U/1975	Better than previous one, having clearer instructional objectives; Still advocating the audio-lingual method.
1984	The 1984 curriculum (based on the amendment of the 1975 curriculum).	Emphasizing students' active learning; Using a communicative approach, which was considered the best approach to the teaching of English, as it is even up until now?
1994	The 1994 curriculum (based on the revised 1984 curriculum, referring to the input and the result of a nation-wide research on student" learning mastery).	Still advocating n communicative approach
2001	The competence based curriculum	Developing English using target competences, though a close reading shows it is similar to the one it replaced.
2004	The 2004 curriculum was released	Involving systemic functional linguistic (SFL) and SFL genre-based approach (GBA).
2006	The 2006 curriculum focused on unit level of education.	Still advocating SFL genre-based approach (GBA)

B. Kurikulum Tingkat Satuan Pendidikan (KTSP)

1. The Meaning of KTSP

Since this study focuses on one kind of curriculum of which name is KTSP, the following definitions will give the clear explanations dealing with KTSP as the new curriculum introduced in Indonesia. Since the implementation of KTSP is based on the rules used in Indonesia, namely; *Undang-Undang Republik Indonesia* No 20, 2003 of which content is about National Education System, *Peraturan Pemerintah Republik Indonesia* No 19, 2005 of which content is about National Education Standard, *Peraturan Menteri Pendidikan Nasional* No 22, 2006 of which content is about Content Standard, and *Peraturan Menteri Pendidikan Nasional* No 23, 2006 of which content is about graduates competence standard (*Standar Kompetensi Lulusan*) KTSP can be understood from those rules.

According to *Peraturan Pemerintah Republik Indonesia* No 19, 2005 of which content is about National Education Standard Curriculum "*Kurikulum Tingkat Satuan Pendidikan (KTSP) adalah kurikulum operational yang disusun dan dilaksanakan oleh masing-masing satuan pendidikan*". It means that KTSP is an operational curriculum which is arranged and done by each education institution (*Satuan Pendidikan*). *Undang-Undang Republik Indonesia* No 20, 2003 of which content is about National Education System defines that *Satuan pendidikan adalah kelompok layanan pendidikan yang menyelenggarakan pendidikan pada jalur formal, nonformal, dan informal pada setiap jenjang dan jenis pendidikan*. From this definition, it can be understood that *satuan pendidikan*

is a group of educational services that conducts the instructional process in every level and kinds of education formally, non formally, and informally.

BSNP which stands for *Badan Standard Nasional Pendidikan* has the same definition of KTSP with *Peraturan Pemerintah Republik Indonesia No 19, 2005* of which content is about National Education Standard.

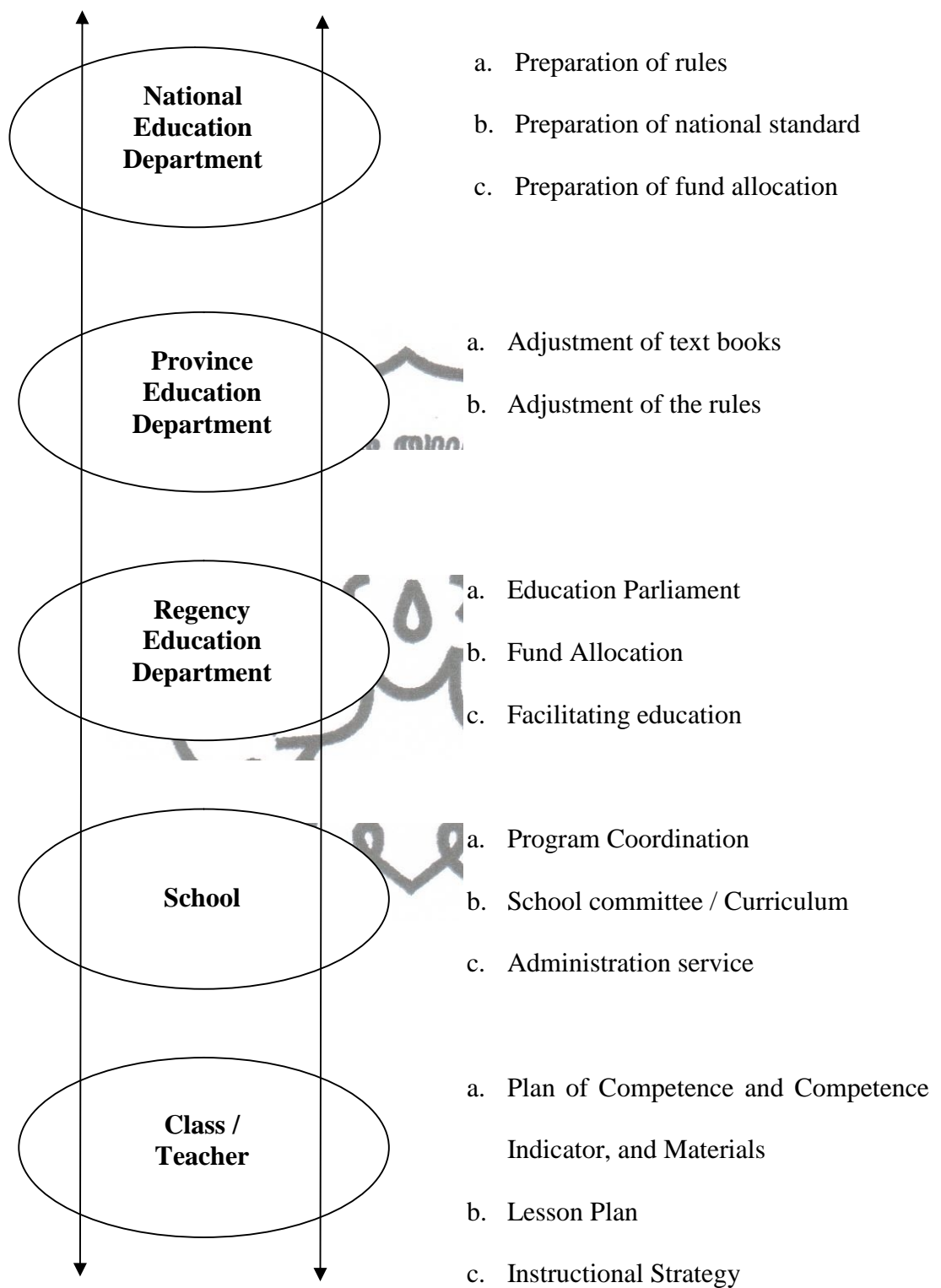
KTSP adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan, 'struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan, dan silabus (BSNP, 2006:5)

From the definition above, it is clearly stated that KTSP consists of several components, namely; the goal of the educational institution, the structure and carriage of institution, academic calendar, and syllabus.

In implementing KTSP, syllabus is one the important components since it has the role in succeeding the instructional process. The development of syllabus is on the teachers' hands. The teachers have the right to develop their syllabus by considering some principles. Those are scientific, relevant, systematic, consistent, equal, actual and contextual, flexible, and complete principles.

2. Background of KTSP

KTSP is the curriculum which is implemented in Indonesia education in 2006. This curriculum is the result of the educational process occur in Indonesia. Since a curriculum is an educational plan, a guide on types, scope, material sequence, and instructional process, it is very crucial in preparing the educational process (Sukmadinata, 1999: 4).



The process of constructing KTSP according to Mulyasa (2007: 175)

The process of constructing KTSP must follow certain procedure. KTSP is based on the government policy, even though the school as the educational institution has the right to decide its own curriculum. It has the line from National education department to province education department to regency education department to school. Then, the implementation will be developed by the teachers as the conductor in the classroom. The line is not only from the top to the bottom since KTSP uses both top down and bottom up policy. Each department has its own area to construct KTSP as the curriculum in an institution.

National Education department is responsible in preparing rules, preparing national standard, and preparing fund allocation. The government as the central national controller prepares the rules that can be the basis policy of implementing the new curriculum which is known as KTSP. The national standard is the minimum standard to be the national reference of quality. The fund allocation is very important to be prepared by the government since the implementation of the new curriculum spends certain number of funds. The fund from the central government can also give the helps to the institutions.

Province Education department provides the adjustment of text book and the adjustment of rules. The text books which are not relevant to the new curriculum must be revised and adjusted before they are used as the source of teaching. The rules from the national education department must be relevant to the rules from the province education department. Therefore, the province education department should adjust the rules.

Regency education department is responsible for the education parliament, fund allocation, and facilitating education. The regency education department is the closest government department which directly gets in touch with the schools as the education institution. This department is the one that responsible for providing the facility in the matter of education. It is the department that has the right to make the decisions dealing with the education matter in its regency, including the policy.

School is the institution that is responsible for the program coordination, school committee/ curriculum, and administration service. In this case, the school must have its own program during the running academic year. It also has the right to construct and implement the curriculum with the coordination with school committee. During instruction process in an academic year, the school must give the administration to the teachers, students, and the other education practitioners.

Teachers are the real implementers of KTSP since they are who do the instruction to the learners. Therefore, they must be responsible for preparing the plan of competence and competence indicators, and materials which are included in syllabus. They also have to prepare the lesson plan as the plan of what they will do during the instruction. The instructional strategy is also one important thing that must be prepared by the teachers to have the effective and efficient instructional process.

3. The Foundation

To implement the curriculum in educational process, there must be the foundation. The implementation of KTSP in Indonesia is based on the legal foundation and the theoretical foundation. The legal foundation can be the basis in implementing the curriculum which is strength then by the law and regulation. The theoretical foundation is the basis in implementing the curriculum which is based on some theories related.

a. Legal Foundation

The legal foundation in implementation of KTSP was decided by the government as the decision maker in a country. In Indonesia the legal foundation of implementation of curriculum can be decided by the central government and the educational ministry. The implementation of KTSP involves the act of national educational system and the governmental regulation regulating the national educational standard as the legal foundation.

1) The Act of National Educational System

The act of National Educational System in Indonesia is included in *Undang-Undang Republik Indonesia No 20, 2003*. This law can be the basis of implenting KTSP as the curriculum in Indonesia since there is the rule of it.

Undang-Undang Republik Indonesia No 20, 2003 pasal 38 (2) states that

Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevansinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah/madrasah di bawah koordinasi dan supervisi dinas pendidikan atau kantor Departemen Agama Kabupaten/Kota untuk pendidikan dasar dan ' Provinsi untuk pendidikan menengah.

It means that the school or the educational institution which is called *satuan pendidikan* has the right in developing the curriculum under the coordination and supervision of education department or religion department as the government representatives in the district and province.

2) The Governmental Regulation Regulating the National Educational Standard

The national education standard in Indonesia is regulated in the regulation which is known as *Peraturan Pemerintah Republik Indonesia No 19, 2005*. In this government's regulation, pasal 17 (2), it is stated that

Sekolah dan komite sekolah, atau madrasah dan komite madrasah, mengembangkan kurikulum tingkat satuan pendidikan dan silabusnya berdasarkan kerangka dasar kurikulum dan standar kompetensi lulusan, di bawah pengawasan dinas kabupaten/kota yang bertanggungjawab di bidang pendidikan untuk SD, SMP, SMA, dan SMK, dan departemen yang menangani urusan pemerintahan di bidang agama untuk MI, MTs, MA, dan MAK

It is clearly explained that the educational institution can develop the curriculum and its syllabus based on curriculum basic standard and graduates competence standard. The development must be under the supervision of the education department or religion department. .

b. Theoretical Foundation

The theoretical foundation is the basis which is based on some histories. In implementing the curriculum, the theoretical foundation must be taken from the experts of education. The theoretical foundation in the implementation of KTSP involves content standard and graduate competence standard.

1) Content Standard

The regulation of the content standard (known as *Standar Isi*) is arranged in *Peraturan Menteri Pendidikan Republik Indonesia* No 22, 2006 about the standard content. The regulation in pasal 1 (1) states that

Standar Isi untuk satuan Pendidikan Dasar dan Menengah yang selanjutnya disebut Standar Isi mencakup lingkup materi minimal dan tingkat kompetensi minimal untuk mencapai kompetensi lulusan minimal pada jenjang dan jenis pendidikan tertentu.

It can be understood that the content standard consists of the minimum scope of the materials and the minimum competence level to reach, the minimum graduates competence.

2) Graduates Competence Standard

The graduates competence standard regulation is based on the *Peraturan Menteri Pendidikan Republik Indonesia* No 23, 2006. It is stated in that regulation in pasal 1 (1) that *Standar Kompetensi Lulusan untuk satuan pendidikan dasar dan menengah digunakan sebagai pedoman penilaian dalam menentukan kelulusan peserta didik*. It can be understood that the graduates' competence standard is a guide to consider the competence of the graduates. It consists of the minimum graduates' competence standard of the institution, the minimum graduates' competence standard of the group of the subject matters, and the minimum graduates' competence standard of each subject matter. These contents of graduates' competence standard are stated in *Peraturan Menteri Pendidikan Republik Indonesia* No 23, 2006 pasal 1 (2).

4. Principles of KTSP Development

KTSP is a curriculum that should be developed by the schools as the institutional implemented the curriculum. This curriculum is different from other former curriculums implemented in Indonesia. The curriculums in Indonesia since 1945 until the curriculum 1994 are basically the same in policy. The government is the one that arrange, decide, and develop the curriculum. The schools, the teachers are only the implementers of the ready curriculum. They were not involved in the curriculum arrangement and development.

KTSP as the curriculum used in Indonesia gives the new point of view about curriculum development. The schools, the teachers, and together with the school committee are given the chance to develop the curriculum. However, the development of the curriculum should consider some principles. Based on *Permendiknas, No. 22 Tahun 2006*, the curriculum development should consider the following principles:

- a. Centered on Potency, Development, Need, and Business of the Students and Environment

KTSP as the curriculum develops the curriculum based on the principle that the students' potency. Through this principle, the central of the development is focused on the students' potency. The aim of the curriculum development is to develop the students' competencies in order to be faithful, having good attitudes, healthy, educated, skillful, creative, and be a democratic and responsible citizen.

In order to gain the aim of the competency development, the curriculum development must, consider the potency, development, need, and business of the
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students and environment. Therefore, the teachers, the schools, and the school committee that have the chance to develop the curriculum can understand the potency of the students and environment. Then, the students' as the participants of the educational process can develop their potencies maximum. The development of the curriculum that is based on the development considers the development of participants and the environment. Moreover, the needs and business of the students and the environment influence the curriculum development much. The consideration of the need and the business can synchronize the students' competencies and development.

b. Various and Integrated

The curriculum development should be based on the various and integrated principle. In this case, the different places and locations in Indonesia contribute the large differences. The differences that are needed to be considered consist of the various characteristics of participants, area, and educational level. Through this principle, the curriculum development in one school must be different from other schools.

Even though there are some considerations based on variety and integration, there must be no consideration based on the religion, race, culture and tradition, economical status, and gender. Moreover, Indonesia is a country hat is known with its identity, "*Bhinneka Tunggal Ika*". The variety of its citizens does not disturb the unity of the nation.

c. Responding to the Science, Technology, and Art Development

The other consideration of the curriculum development is responding to the science, technology, and art development principle. Based on this principle, the curriculum development is based on the awareness that the knowledge, technology, and art always develop dynamically. In order to gain the aim of the curriculum development, the students are given the chance to be developed to know and function the science and technology appropriately.

Through this principle, the curriculum development regards the students as the participant of the educational process that must be prepared to face the future era. Therefore, the motion and the content of the curriculum development should motivate the students to attract the students in joining the science and technology development and implementation.

d. Relevant to the Life Need

The other principle in developing the curriculum in educational process is relevant to the life need principle. By considering this principle in developing curriculum, the content of the curriculum development is faced to the life needs. Therefore, the participants are regarded as the people preparing to fulfill the life need.

In this case, the teachers as the developers of the curriculum should understand well the global development in the real life. They should choose the appropriate life skills to the participants' life. Hopefully, after joining the process of the teaching and learning based on their curriculum, the participants can implement their skill to their real life. The skills may consist of skill in

maintaining the relation, in business area, and in job field. The skill development may involve self skill, skill of thinking, social skill, academic skill, and vocational skill.

e. Wholeness and Continuously

KTSP is the curriculum as the curriculum that continued the implementation of competency-based curriculum (KBK). In developing the curriculum, it emphasizes on the competency. Based on the wholeness and continuity principle in developing the curriculum, the curriculum development considers that the content of curriculum includes the whole competency dimensions.

The content included in the curriculum must be well arranged in implementation. Then, the materials included in the curriculum development must not be separated each other. From the lowest level of education to the lower levels, the content materials must be linked and continued. Therefore, the product of the educational process is complete.

f. Life Long Learning

The development of curriculum in KTSP is very large. One of the principle in the curriculum development is long life learning principle, Based on this principle, the curriculum development is aimed to the process of development, accustoming, and exploring the participants along the life. In this case the students as participants in the teaching and learning process are encouraged to continue the study out of the formal level.

This principle of the curriculum development integrated the formal, non formal and informal education. The theory of the knowledge can be learned in formal education through the classes in the schools. Then, the additional information related to the theories can be absorbed through informal education since the family gives the strong influence in the children grow. Moreover, the real practice will be understood from the environment through the non formal education. Therefore, there is no border and limitation in the process of learning. It always happens along the time in mid lifetime.

g. Balanced in National and Local Need

The last but not least in the principles of curriculum development is balanced in national and local need. KTSP is a medium curriculum product from the government. It is half done to be implemented, Therefore, the local curriculum developers have the chance to complete the curriculum to be implemented. The local developers should consider the local need and ability to develop the curriculum.

In this case, the local oriented development should be avoided. It means that the development of the curriculum must be balanced in meeting the local need and the national need. Moreover, Indonesia motto "*Bhinneka Tunggal Ika*" must be the foundation in developing the curriculum based on the local need. The local development always considers the unity of Indonesia that consists of several differences in cultures, tradition, and race.

C. Writing

1. Definition of Writing

Writing is one of the productive skills besides speaking. It also relates to language expressed to visual medium. Harmer (1998:17) states in his book *The Practice of English Language Teaching: New Edition*, "Speaking and writing involve language production and are therefore often referred to as *productive skills*. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as *receptive skills*." Widdowson (1996:57) states:

Speaking and listening are said to relate to language expressed through the aural medium and reading and writing are said to relate to language expressed through the visual medium. Another way of representing these skills is by reference not to the medium but to the activity of the language user. Thus speaking and writing are said to be active, or productive skills whereas listening and reading are said to be passive or receptive skills.

Byrne (1997:1) states that writing is not only the activity of producing graphic symbols or making marks on a flat surface of some kind, but it is also the activity of arranging the symbols (letters or a signs). The symbols then must be arranged according to certain conventions into words or sentences in a particular order and linked together in certain ways to form a coherent text.

Bram (1995:7) states that writing is an effort to produce or reproduce written messages. To produce or reproduce good written messages, the writer can learn and apply the ways or strategies of writing. The strategies are not talent-oriented, but it can be achieved by practicing to write.

Writing is different to speaking although they are same with the productive skills of language. It is necessary differentiated between speaking and writing to know what writing is like. There are some points of contrasts between speaking (speech) and writing. Raimes (1983:4-5) states some differences between speaking and writing:

Learning to write is not just a “natural” extension of learning to speak a language. We learned to speak our first speak language at home without systematic instruction, whereas most of us had to be taught in school how to write that same language. Many adult native speakers of a language find writing difficult. The two processes, speaking and writing, are not identical.

1. Speech is universal; everyone acquires a native language in the first few years of life. Not everyone learns to read and write.
2. The spoken language has dialect variations. The written language generally demands standard forms of grammar, syntax, and vocabulary.
3. Speakers use their voices (pitch, stress, and rhythm) and bodies (gestures and facial expressions) to help convey their ideas. Writers have to rely on the words on the page to express their meaning.
4. Speakers use pauses and intonation. Writers use punctuation.
5. Speakers pronounce. Writers spell.
6. Speaking is usually spontaneous and unplanned. Most writing takes time. It is planned. We can go back and change what we have written.
7. A speaker speaks to a listener who is right there, nodding or frowning, interrupting or questioning. For the writer, the reader’s response is either
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delayed or nonexistent. The writer has only one chance to convey information and be interesting and accurate enough to hold the reader's attention.

8. Speech is usually informal and repetitive. We say things like, "What I mean is ..." or "Let me start again." Writing, on the other hand, is more formal and compact. It progresses logically with fewer digressions and explanations.
9. Speakers use simple sentences connected by a lot of **and**'s and **but**'s. Writers use more complex sentences, with connecting words like **however**, **who**, and **in addition**. While we could easily *say*, "His father runs ten miles every day and is very healthy," we might well *write*, "His father, who runs ten miles every day, is very healthy."

Meanwhile, Byrne (1997:3) also states the differences of speech and writing as shown in table :

Table 2.2. The Differences of Speech and Writing by Byrne (1997:3)

SPEECH	WRITING
1. Takes place in a <i>context</i> , which often makes references clear (e.g. ' <i>that</i> thing over <i>there</i> ')	1. Creates its own context and therefore has to be fully explicit.
2. Speaker and listener(s) in contact. Interact and exchange roles.	2. Reader not present and no interaction possible.
3. Usually person addressed is specific.	3. Reader not necessarily known to writer.
4. Immediate feedback given and expected: a) verbal: questions, comments ...murmurs, grunts. b) Non-verbal: facial expressions.	4. No immediate feedback possible. Writer may try to anticipate reader's reactions and incorporate them into text.
5. Speech is transitory. Intended to be understood	5. Writing is permanent. Can be reread as often as

immediately. If not, listener expected to interact.	necessary and at own speed.
6. Sentences often incomplete and sometimes ungrammatical. Hesitations and pauses common and usually some redundancy and repetition.	6. Sentences expected to be carefully constructed, and linked and organised to form a text.

From the differences between speaking (speech) and writing above, in fact, writing has certain characteristics. Writing must be learned in systematic instruction because it has complex rules. To form a text contains some information understood by another people, it is needed a plan firstly by organizing ideas or thoughts. By applying standard forms of writing (grammar, syntax, and vocabulary), the writer needs to express ideas or thoughts into sentences. Then it is constructed, linked, and organized orderly. It is also used some devices which help to convey the meaning. They include spelling, punctuation, and capitalization. Thus, writing is considered to be more formal than speaking.

After understanding the differences between speaking and writing, it is better to understand the definition of writing from other perspectives. The following definitions state that writing involves a complex activity, but everybody can learn and practice it.

Byrne (1997:1) states that writing is not only the activity of producing graphic symbols or making marks on a flat surface of some kind, but also the activity of arranging the symbols (letters or a signs). The symbols then must be arranged according to certain conventions into words or sentences in a particular order and linked together in certain ways to form a coherent text.

Bram (1995:7) states that writing is an effort to produce or reproduce written messages. To produce or reproduce good written messages, the writer can learn and apply the ways or strategies of writing. The strategies are not talent-oriented, but it can be achieved by practicing to write.

From the definitions of writing theories above, writing can be concluded as the ability or skill of someone to produce or reproduce written messages (graphic symbols arranged to form words, sentences, and texts) that involve on the flat surface of some kinds. It aims for the means of communication (to convey ideas or thoughts) in order to be understood by another people. To be a good writer who has the ability to produce or reproduce written messages, it can be achieved by learning and applying certain strategies of writing.

2. Paragraph Development

According to Bram (1995:13), a paragraph is a group of sentences which contain relevant information about one main or central idea. A good paragraph normally focuses on only one central idea that is expressed in the topic sentence as the starting point. To control the contents of the paragraph, Bram gives three parts of paragraph development, namely unity, coherence, and the topic sentence.

Bram also continues, basically, a paragraph consists of three parts, namely: 1) introduction; 2) body; and 3) conclusion. A good paragraph usually has: 1) a topic sentence as an introduction at the beginning of the paragraph, although there is a topic sentence placed at the middle or at the last paragraph; 2) a number of supporting sentences which may consists of major or minor

supporting sentence(s) as a body; and 3) a concluding sentence as a conclusion. It is necessary to understand that a paragraph may consist of only the topic sentence and the major supporting sentences.

Meanwhile, based on Online Writing Lab (2001), a paragraph is a collection of related sentences dealing with a single topic. To be as effective as possible in constructing an effective paragraph, a paragraph should contain unity, coherence, a topic sentence, and adequate development.

a. Unity

Unity (oneness) of the paragraph is the entire paragraph that should concern itself with a single focus, or basically, a paragraph is unified by mutually supported sentences. All sentences in a paragraph should focus on the one thing expressed in the topic sentence. If it begins with one focus or a major point of discussion, it should not end with another different idea. Unity can be achieved as long as the paragraph has a good and a clear topic sentence.

In a unified paragraph, the subject and the attitude in the topic sentence must be explained thoroughly. The paragraph should answer or explain what it should. Thus, it can make the paragraph clear (understandable) to read and interesting to read.

b. Coherence

Coherence plays a crucial role in making a paragraph read well in addition to unity. It makes the paragraph easily understandable to a reader. Every coherent paragraph contains smoothly-connected ideas. Each sentence written in

a paragraph can move on naturally. Coherence happens when sentences, ideas, and details fit together clearly.

To establish the links that readers need, it can be used some methods from Online Writing Lab (2001) as follows:

- 1) Repetition of a key term or phrase: to help focusing the ideas and to keep the reader on track. For examples:

The problem with **contemporary art** is that it is not easily understood by most people. **Contemporary art** is deliberately abstract, and that means it leaves the viewer wondering what she is looking at.

- 2) Synonyms: words that have essentially the same meaning and provide some variety in the words choices. It helps the reader to stay focused on the idea being discussed. For examples:

Myths narrate sacred histories and explain sacred origins. **These traditional narratives** are, in short, a set of beliefs that are a very real force in the lives of the people who tell them.

- 3) Pronouns: words (*this, that, these, those, he, she, it, they, and we*) to refer back or to make clear something mentioned previously). For examples:

When **scientific experiments** do not work out as expected, **they** are often considered failures until some other scientist tries **them** again. **Those** that work out better the second time around are the ones that promise the most rewards.

- 4) Transitional words: words (*however, although, finally, nevertheless, therefore, in addition, also, but, moreover, and yet, recently, etc.*) to

cue the readers to relationships between sentences, joining sentences together. For examples:

I like autumn, **and yet** autumn is a sad time of the year, too. The leaves turn bright shades of red and the weather is mild, **but** I can't help thinking ahead to the winter and the ice storms that will surely blow through here. **In addition**, that will be the season of chapped faces, too many layers of clothes to put on, and days when I'll have to shovel heaps of snow from my car's windshield.

5) Sentence patterns: to help the reader follow along and keep ideas tied together through repeated or parallel sentence patterns. For examples:

(from a speech by President John F. Kennedy) And so, my fellow Americans: ask not what your country can do for you -- ask what you can do for your country.

According to the above theory of coherence, sometimes the term 'coherence' is misunderstood with the term 'cohesion'. In order that it does not any confusion, it is needed to distinguish the different terms among 'cohesion' and 'coherence'. The followings are some theories of cohesion and coherence:

1) Cohesion:

Harris (1993:126-127) states, "Cohesion refers to the means by which sentences and sometimes larger units of text are linked together grammatically. The particular items that effect linkage between sentences are called cohesive ties." According to him, the cohesive ties are proforms (pronouns), identity signals (demonstratives), conjunctions, and lexical patterning.

Reid states (1993:289) that cohesion is "Specific words and phrases (e.g., transitions, pronouns, repetition of key words and phrase) that tie prose together and direct the reader."

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Thornbury (1997:246) states, "... texts have 'text-forming' devices that function to connect sentences with each other and to bind a text together into a complete whole, i.e. to make it 'cohesive'." Further, he (Thornbury, 1997:120 & 246) explains that to make the text cohesive it is needed some cohesive devices, such as:

a. Lexical Cohesion:

- (1) Lexical repetition (repetition of words and indirect repetition)
- (2) Chains of words belonging to the same lexical sets (lexical sets)

b. Grammatical Cohesion: tense agreement, pronoun reference, article reference, substitution, ellipsis, and conjuncts (or linkers). For linkers (conjuncts), Thornbury (1997:247) and Halliday and Hasan in Thornbury (1997:127) categorize four kinds of linkers:

- (1) Addition (additive): *also, moreover, furthermore, ...too, ...as well, and and.*
- (2) Contrast (adversative): *however, even so, on the other hand, yet, still, nevertheless and but.*
- (3) Cause/effect (causal): *therefore, as a result, so, hence, consequently, and thus.*
- (4) Time sequence (temporal): *meanwhile, then, later, first, afterwards, and soon.*

2) Coherence:

Reid states (1993:289) that coherence is “The underlying organizational structure that makes the words and the sentences in discourses unified and meaningful for the reader.” (Thornbury, 1997:126) states, “Cohesion alone is not enough to make a text coherent. Texts have an internal logic, which the reader recognises even without the aid of explicit cohesive devices.” He (Thornbury, 1997:251) explains:

Coherence is a less tangible quality and less easily defined or accounted for one may be incoherent for another. Nevertheless, the task of making sense of a text is made easier if the content of the text is organised in such a way as to make its meaning easily recoverable. The order in which information is presented in a text is an important factor in determining how coherent it is likely to be to the reader.

Besides the theories above, Harris also (1993:126) states:

For a text to be fully satisfactory to a reader/listener it is necessary for the concepts, **propositions** or events to be related to each other and to be consistent with the overall subject of the text. This type of unity is referred to as coherence. Coherence refers to the global unity of a text and needs to be distinguished from **cohesion** which is the term used to describe the means by which sentences are linked. It is possible to create a text that has cohesion but no coherence. Such a text will not be satisfactory. coherence, therefore, is the prime requirement for judging the adequacy of a text.

c. Topic Sentence

“A topic sentence states the main idea of the paragraph.” (Bergman & Senn, 1987:266). Topic sentence is a sentence that indicates in a general way what idea or thesis of the paragraph is going to deal with. In other words, it can be said that the topic sentence is the summary of all information in the paragraph, because it is a general description of the paragraph that contains main information of the

paragraph. A topic sentence in the paragraph, off course, must be supported by supporting sentences to strengthen the main information in the topic sentence of the paragraph.

The position of a topic sentence in the paragraph can be at the beginning (the first sentence), in the middle (somewhere), or at the end (the last sentence). Although not all paragraphs have clear-cut topic sentences, and despite the fact that topic sentences can occur anywhere in the paragraph, an easy way to make sure the reader understands the topic of the paragraph is to put the topic sentence at the beginning of the paragraph. It is intended that the writer will have a clear guide to finish the rest of the paragraph. The writer also will have good control over the contents about information wants to include. In addition, the readers will be more prepared to follow and to understand the paragraph.

“Supporting sentences explain or prove the topic sentence with specific details, facts, examples, or reasons.” (Bergman & Senn, 1987:270). Because of the topic sentence in a paragraph states the main idea in a general way, supporting sentences provide specific information to answer the questions in the reader’s mind. In other words, supporting sentences form the body of the paragraph because they develop a topic sentence well.

There are two kinds of supporting sentences, namely major supporting sentences and minor supporting sentences. Major supporting sentences back and develop the topic sentence directly. It adds some relevant or new information about the main idea. Minor supporting sentences contribute useful information to

the paragraph. It supports the major supporting sentences directly and the topic sentence indirectly.

“A concluding sentence adds a strong ending to a paragraph.” (Bergman & Senn, 1987:274). Bergman & Senn state that a concluding sentence may: 1) summarize the paragraph; 2) state the point of the paragraph; 3) state the main idea of the paragraph; and 4) add a thought about the main idea. A concluding sentence adds the finishing touch to bring the idea of the paragraph to a close (especially for paragraphs that stand alone) for example, the moral of a fable or the punch line of a joke.

d. Adequate Development

The topic (which is introduced by the topic sentence) should be discussed fully and adequately. Again this varies from paragraph to paragraph, depending on the author's purpose, but writer should beware of paragraphs that only have two or three sentences. It is a pretty good bet that the paragraph is not fully developed if it is that short. Here are some methods to make sure that a paragraph is well-developed: 1) Using examples and illustrations; 2) Citing data (facts, statistics, evidence, details, and others); 3) Defining terms in the paragraph; 4) Evaluating causes and reasons; 5) Examining effects and consequences; 6) Analyzing and describing the topic; and 7) Offering a chronology of an event (time segments).

3. Teaching Writing of English

Teaching writing is needed to do by the teachers in school as an action of teaching language in a literate society. As stated by Brown (1994:319), “We learn
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to write if we are members of a literate society, and usually only if someone teaches us.” In this sub unit of teaching writing, it is discussed: 1) general theories of language teaching; 2) reasons for teaching writing; 3) approaches of teaching writing; and 4) roles of the teacher for responding to students’ writing.

a. General Theories of Language Teaching

Teaching and learning are interrelated each other. Teaching binds up with learning because it has an objective to result in personal learning for students. It is stated by Ur (1998:4):

Learning may take place without conscious teaching; but teaching, as I understand it, is intended to result in personal learning for students, and is worthless if it does not do so. In other words, the concept of teaching is understood here as a process that is intrinsically and inseparably bound up with learning. ...

Teaching relates to learning because it guides and facilitates learning. It is stated by Brown (2000:7):

Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Your understanding of how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom techniques.

Richards (1992:12) states that teaching brings about changes in learners. In this process, the teacher also has some roles to support teaching in the classroom.

Richards (1992:12) states:

Teaching is usually regarded as something that teachers do in order to bring about changes in learners. A central component of methodology is how teachers view their role in this process. ... The following are among the kinds of roles teachers may see for themselves in the classroom: monitor of student learning motivator organizer and controller of pupil

behavior provider of accurate language models counselor and friend need analyst materials developer evaluator.

“The aims of a language teaching course are very often defined with reference to the four ‘language skills’: understanding speech, speaking, reading and writing.” (Widdowson, 1996:1). Although the aims of language teaching are defined to the reference to the four language skills, its success has relation with many aspects. The success of language teaching involves not only the act of teaching but it also involves interactions of many aspects, such as curriculum, methodology, instructional materials, teachers, and students. Ur (1998:5) states, “‘Foreign language teaching’, on the other hand, though it naturally includes methodology, has further important components such as lesson planning, classroom discipline, the provision of interest – topics which are relevant and important to teachers of all subjects.”

Richards (1992:1) states:

Second language teaching is often viewed from a very narrow perspective – that of the teaching act. Consequently much of the literature on second language teaching deals with teaching methods or with the design and use of instructional materials. If students aren’t learning it is assumed to be the fault of the method, the materials, or the teacher. Yet the success of the language program involves far more than the mere act of teaching.

Richards (1992:vii) states:

... effective language teaching is seen to result from interactions among the curriculum, teachers, students, methodology, and instructional materials. In particular, three factors are singled out as central to effective teaching: the curriculum, methodology, and instructional materials. ... teaching is approached as a dynamic *process*. Teaching depends upon the application of appropriate theory, the development of careful instructional design and strategies, and the study of what actually

happens in the classroom. Because these ingredients will change according to the teaching context, effective teaching is continually evolving throughout one's teaching career.

b. Reasons for Teaching Writing

Writing in English as a skill of foreign language is very important to teach to the students because of some certain reasons. The reasons are generally based on the students' need. Here are the reasons for teaching writing of English as foreign language according to Harmer (1998:79) in his book *How to Teach English* and Byrne (1997:6). The reasons of teaching writing to the students can be summarized as follows:

1. Reinforcement

After learning language especially through oral/aural way, writing (by visual demonstration of language construction) can be an aid for committing the new language to memory, for example writing is often needed for formal and informal testing (for example, making notes while listening).

2. Language Development

In language development, writing provides learning experience for the students. To develop language through writing skill, they have to learn the process of learning to write (rather like the process of speaking). Thus, written work provides the learners with some tangible evidence that they are making progress in the language (to satisfy the psychological need).

3. Learning Style

The students have their own learning styles of language. Perhaps they are quick at receiving new languages just by looking and listening. For example, if they do not learn oral practice easily, they can feel secure if they are allowed to read and write in the language (reflective). Furthermore, writing can be an aid to retention new languages so that it can make them more at ease and relaxed in receiving new languages.

4. Writing as a Skill

As a part of basic language skills, writing is important to teach to the students. It is because through writing skill the students can make use writing conventions (punctuations, paragraph construction, etc.). Thus, they know how to use the skill in their real life (for examples to write letters, to put written reports, or to fill advertisements).

c. Approaches of Teaching Writing

There are certain ways of teaching writing of English and they are often called “approaches of writing”. They are “product approach” which focuses on form, “process approach” which focuses on the writer, and “genre approach” which focuses on the reader. Those approaches of writing have certain characteristics. Although they have their own strengths and weaknesses, but they are complementary each other. Thus, it all can develop students’ writing ability. Raimes (1983:11) states, “There is no one way to teach writing, but many ways. ... writing means writing a connected text and not just single sentences, that

writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of our students.”

Badger and White (2000:153) identify that there are three approaches of writing. They are product approach, process approach, and genre approach. They have their own strengths and weaknesses, but the three approaches are complementary each other.

1. Product Approach

According to Tribble (1997:37), the approach of writing that focuses on form (final product) is a traditional approach of writing (text-based approach). Teaching writing through product approach focuses on the final product (end result) of learning process. Teachers who focus on form often present authoritative texts for students to imitate or adapt certain models of text (to correct or eliminate errors). Writing as product approach is viewed as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices (Pincas, 1982b) in Badger and White (2000:153).

The activity of this writing approach is to write out grammar exercise that is included in writing composition through some certain stages of writing. According to Pincas (1982a:22) in Badger and White (2000:153), learning to write has four stages. They are familiarization, controlled writing, guided writing, and free writing.

It can be concluded that product approach of writing is to develop learners' writing ability through the knowledge about structure of language by

imitating certain form of writing. As said by Badger and White (2000:154): “...product-based approaches see writing as mainly concerned with knowledge about the structure of language and writing development as mainly the result of the imitation of input, in the form of text provided by the teacher.” Reid (1993:26) Thus, it adapts the learners based on their writing development to pass through the stages of writing started from familiarization, controlled writing, guided writing, and then free writing.

In product approaches of writing, it has also the strengths and the weaknesses. Badger and White (2000:157) identify some strengths and weaknesses of the approach. The strengths are: 1) the teachers recognize the need for learners to be given linguistic knowledge about texts; 2) they understand that imitation is one way in which people learn. The weaknesses of product approaches are that process skills (planning a text) are given a small role, and that the knowledge and skills that learners bring to the classroom are undervalued.

2. Process Approach

Tribble (1997:37) states that the process approach of writing is developed as a reaction against the product approach. It focuses on the writer as an independent producer of texts. The writer has to pass through some particular cycles of writing activities started from the generation of ideas, the collection of data, until the publication of a finished text.

Badger and White (2000:155) state that the process approaches are viewed that writing primarily as the exercise of linguistic skills. The development

of writing in this approach is seen as an unconscious process which happens when teacher facilitates the exercise of writing skills.

There are many process approaches of writing and it may consist of different stages of writing process. Tribble (1996:39) in (Badger and White (2000:154) identifies four stages, namely prewriting, composing/drafting, revising, and editing. Silva in Brokes and Grundy (2000:8-9) states four stages in the process approach of writing (getting started, drafting, revising, and editing):

The teacher's role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas) and for editing (attending to vocabulary, sentence structure, grammar and mechanics). (1990:15)

Meanwhile, Bergman and Senn (1987:297) give short four steps of writing process. They are prewriting, writing, revising, and editing. The followings are the stages of writing process stated by them:

1) Prewriting

- a) Knowing the purpose and the audience.
- b) Thinking of writing ideas by:
 - Exploring the interests.
 - Freewriting.
- c) Brainstorming for details that can be used to expand on the subject.
- d) Organizing the ideas in a logical order.

2) Writing

- a) Using prewriting notes to write the first draft.

b) Writing complete sentences that would make senses to the reader.

3) Revising

a) Looking at the first draft with a fresh eye. Also sharing the writing to a reader.

b) Using reader's comments and the Revision Checklist to improve the draft.

c) Revising the draft as often as needed.

4) Editing

a) Polishing the work by correcting any errors in usage, capitalization, punctuation, and spelling.

b) Making a neat final copy.

From different opinions above, it can be concluded that the process approach of writing has four major stages. The stages are: 1) pre-writing/getting started/planning; 2) writing/drafting/composing; 3) revising; and 4) editing.

There are advantages and disadvantages of process approaches. The advantages of process approaches are there are skills of writing emphasized through the process in order to make learners develop their writing ability. The disadvantages of process approaches are that they often regard all writing as being produced by the same set of process.

3. Genre Approach

Genre approach of writing is an approach of writing that focuses on the ways that the writer and the text written need to interact with the reader socially.

Tribble (1997:37) states:

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The third approach [genre approach] is more socially oriented and focuses on the ways in which writers and texts need to interact with readers. In this approach, writing is seen as an essentially social activity in which texts are written to do things, the assumption being that if the reader cannot recognize the purpose of a text, communication will not be successful. This focus on the reader has come to be associated with what are often called *genre approaches* to writing, ...

Tribble (1997:46) also strengthens his statements that genre approach of writing focuses to the reader and it emphasizes on the form and content, “In general, approaches which focus on the reader emphasize the constraints of form and content that have to be recognized when a writer attempts to match a text to a social purpose, and have come to be associated with the notion of *genre*.”

Related to the form and content, genre approach of writing is also the extension of product approach, because it has strong similarities with product approach (Badger and White, 2000:155). As said by them:

Like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced. So, we have a range of kinds of writing—such as sales letters, research articles, and reports—linked with different situations (Flowerdew 1993: 307). As not all learners need to operate in all social contexts, this view of texts has implications for the writing syllabus.

For genre analysts, the central aspect of the situation is purpose. Different kinds of writing, or genres, such as letters of apology, recipes, or law reports, are used to carry out different purposes. Indeed, Swales defines a genre

...as a class of communicative events, the members of which share some set of communicative purposes. (1990: 58)

Genre, in the relation of types of text, it is viewed as restricted sense. It is stated by Harris (1993:127):

This term is used in two related ways. A genre, in a broad sense, is a type or species of text in all instances of which certain defining characteristics

are to be discerned. Broadly defined genres include, for example, detective stories, epic poems and 'absurdist' plays. The term is now also being used in a more restricted sense to indicate types of texts with common linguistic and structural configurations (such as recounts, reports and narratives).

To write a genre of many kinds of genres, it is needed an analysis. In genre analysis, it is intended to know the features of the text (field, tenor, and mode) based on the purpose (function) of the text. Thornbury (1997) states:

Genre analysis is concerned with identifying the features of specific kinds of texts and accounting for these features with reference to the purposes and readership for which the text was designed. A starting point in genre analysis, therefore, is the identification of the communicative purpose of a text.

(Thornbury, 1997:251)

Texts can be analysed and described in terms of both their structure (beginning, middle, end, etc.), and their purpose, or 'function'. ... The study of the functions of texts has been a concern of 'genre analysis'. 'Genre' is a term used to refer to the way social processes – such as thanking a guest speaker, or writing a note for your child's teacher – are realised in language. Factors that will influence language choices when realising a genre are:

- what is being talked (or written) about
- who is being addressed, and by whom
- whether the text is written or spoken

These three factors (sometimes called 'field', 'tenor', and 'mode') determine language choices such as style and organisation, as well as the individual words and structure chosen.

(Thornbury, 1997:152-153)

Dudley-Evans (1997:154) in (Badger and White, 2000:156) identifies that there are three stages of genre approaches to writing. The stages are: 1) Teacher introduces and analyzes a model of a particular genre to the students; 2) Students carry out exercises which manipulate relevant language forms; and 3) Students produce a short text. So, it can be said that genre approach parallels

product approach very closely. Following the stages of genre approach above, learners produce a text by imitating the authentic text based on the purpose (social function) of the text. After examining an authentic text given by the teacher, learners carry out an analysis of the text (by considering the purpose of the text, generic structure of the text, and language features of the text). Finally, they can write their own text by themselves as the authentic text should look like.

Based on Badger and White (2000:157), there are also the positive and negative sides of the genre approach. Through genre approach, writing takes place in a social situation because it is a reflection of a particular purpose. Learning writing through this approach can happen consciously through imitation and analysis. While the negative side is that it undervalues the skills needed to produce a text (unlike process approach of writing). Consequently, learners are seen passive in developing ideas of writing.

From the theories above, it can be concluded that writing in genre based approach depends on the social purpose of the text for communicating the readers. The development of writing through this genre approach can be recognized through analysis and imitation of input in the form of texts provided by the teacher.

There are many kinds of genres (text types) in English language, for examples descriptive, procedure, recount, narrative, report, etc. To make clear about the genres theories above, it is stated some examples of genres based on Mustriana and Kurniawati (2005). It is also stated the purpose and the generic

structures of the texts. The examples of genres stated here are the text types learned in of MTs NDM Surakarta. Here are some examples of the text types:

1) Descriptive Text

See on Mustriana and Kurniawati (2005:15 and 115).

a) **Purpose:** to describe a particular person, place or thing (focus on specific participants).

b) **Generic Structures:**

- **Identification:** identifies phenomenon to be described.
- **Description:** describes parts, qualities and characteristics.

c) **Example:**

Identification

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.

Description

The giraffe has big brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for along time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Adapted from: *Intermediate Reading Practice*

(Mustriana and Kurniawati, 2005:15)

2) **Recount Text**

See on Mustriana and Kurniawati (2005:66 and 173).

a) **Purpose:** to tell the reader a past event. It usually focuses on a person's past experience, so it usually uses the word *I* or *we*. It retells events for the purpose of informing or entertaining.

b) **Generic Structures:**

- **Orientation/setting:** to tell the reader who was involved in the story, what happened, where the story took place, and when it happened.
- **Events:** to tell the sequence of events. These are described in order.
- **Re-orientation/concluding statement of the story:** to summarize the events.

c) **Example:**

Diving in Bunaken Island

Orientation:

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Event 1:

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Event 2:

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

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Re-orientation:

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Adapted from: <http://www.ianskipworth.com/suig/bunaken.html>
(February 1, 2005)

(Mustriana and Kurniawati , 2005:173).

3) Narrative Text

See on Mustriana and Kurniawati (2005:40-41).

a) **Purpose:** to entertain, stimulate emotion or to teach.

b) **Generic Structures:**

- **Orientation:** to introduce main characters in a setting of place and time. It tells about: the story's setting; the time when the story happens; and the main characters of the story.
- **Complication/Series of Events:** to tell the problems of the story and how the main characters solve them. It includes situations, activities, or events that lead to the climax or complication.
- **Resolution:** to tell the ending of the story. The complication or problem is solved here. It shows the end of the story, usually a happy ending.

c) Example:**Rapunzel**Orientation

A long time ago there lived a young couple, a man and his wife. His wife was expecting their baby. She wanted a plant that only grew in her neighbor's garden. She wanted it so much. She even intended to steal it herself, but later on, she sent her husband to steal it.

Complication

Unfortunately, Mother Gothel, the owner of the garden, caught him doing it. She was a witch. Then, Mother Gothel forced the couple to give their first baby to her.

A few months later, the baby was born. It was a girl and named Rapunzel. Soon, this baby was taken away to live with Mother Gothel. Rapunzel grew to be a beautiful young girl with her long golden hair. At first she was cared for in a normal way. When she reached puberty, she was locked in a tower so that she would never leave Mother Gothel. The tower stood in the forest. It could only be entered by climbing on Rapunzel's long hair. To cheer herself up, she loved to sing.

One day, a young prince was out hunting. He stumbled upon the tower. He heard Rapunzel's beautiful voice. He decided that he must meet her. He spied and, by watching Mother Gothel, learned the words he had to say to have Rapunzel drop her hair. The prince visited her often and the two fell in love.

Resolution

Then, Rapunzel made a plan to escape from the tower. She wanted to be with the prince. She asked the prince to bring her a skein of silk each time he visited. She might weave a ladder for her escape. Unfortunately, Mother Gothel caught on. Then, she banished Rapunzel to the desert. She threw the prince from the tower into a thorny bush. The thorns made the prince blind and he roamed the earth searching for his love.

Eventually, they found each other, and the prince's eyes were healed by Rapunzel's tears of happiness.

Adapted: <http://ws.web.arizona.edu/ws200/fall97/grp117rapunzel.html> (November 8, 2004)

4. Criteria of Good Writing

Criteria of good writing in a piece of writing (especially as a good means of written communication) are important to know by the writer or the reader in general. It has relation to the writer or the reader. The writer gives his (her) ideas or feelings through writing in written texts, and the reader catches the message that the writer writes. Of course, the writer considers what necessary content (message or information) wanted to convey to the reader. To support the purpose wanted by the writer, it is considered not only the content, but it is also the form of written text that chosen by the writer in order that the reader can understand about the writer's ideas or feelings. It is intended that the writer can make the reader feel comfortable when reading the written text.

Thus, criteria of good writing are important to know or to understand by the writer or the reader in order that the writer can communicate his (her) ideas to the reader. The next, based on the criteria of good writing, the reader can judge whether it is a good piece of writing or not, especially if writing is seen as a means of communication.

The followings, it is stated some criteria of good writing in general. Some theories of good writing criteria stated here have some differences, but in general it has much of the sameness which can be recognized.

Hedge (1998:9) states:

One approach to writing is to look at instances of writing and to analyse the features of written texts. This will tell us something about what it is that students have to produce. It is possible to build up a list of the 'skills' that writers need. It would include:

- getting the grammar right
- having a range of vocabulary

- punctuating meaningfully
- using the conventions of layout correctly, e.g. in letters
- spelling accurately
- using a range of sentence structures
- linking ideas and information across sentences to develop a topic
- developing and organizing the content clearly and convincingly.

Based in the definition criteria of good writing above, it can be concluded that good writing at least has some criteria, in producing written texts, they must have some capabilities that writers (good writers) have in general, such as grammar, vocabulary, punctuation, convention of layout, spelling, sentence structure, a topic development, and content organization. Although these features of writing are not stated as good writing criteria by Hedge directly, but basically, a writer (as a producer of written text) or a reader (as a judge of written text) must have ability to recognize those features to be criteria of good writing in general.

5. Roles of the Teacher for Responding to Students' Writing

The teacher has important roles in teaching writing, not only to give knowledge of writing skill to students, but also to give responses to students' writing. The responses are intended to create feedback among the teacher and the students. It is also influenced by the different approaches of writing used by the teacher. Whereas, the approaches can also influence different reasons that students have for writing.

According to Tribble (1997:118), there are two reasons (purposes) of writing activities that students have. They are “learning to write” and “writing to learn”. In the activities of learning to write, it has a complex activity that focuses on genre approach and process approach. In other words, it involves the knowledge of content, context, language system, and writing process (Tribble, 1997:67-68). In the activities of writing to learn, the aim is to practise the target language in a controlled way. It focuses on evaluating, correcting, marking, and judging the right or wrong language used by the students.

To respond to the texts that students have written based on the different approaches of writing and reasons of writing by the students, the teacher need to know some basic roles of responding to students’ writing. Tribble (1997:118-119) states four basic responses to students’ writing. They are as follows:

a. As Audience

The teacher has same responsibilities and concerns as any reader in general. The teacher responds to students’ writing whether it is interesting or is easy to understand. The teacher also needs to respond to students’ ideas, feelings, or perceptions that they have tried to communicate through their writing.

b. As Assistant

The teacher works with students to make sure that the text is as effective as possible in relation to its purpose. Thus, the teacher gives guidance to students in their writing. It can be through a good way based on the purpose of the text that the students want to write. The teacher sees the

progress of the students' writing and helps them to extend their knowledge of writing and to improve their skill of writing.

c. As Evaluator

The teacher evaluates through commenting students' performance in writing. It can help students to write more effective in the future. Evaluation is done when students have finished their writing.

d. As Examiner

As an examiner of students in writing, the teacher has to provide objective assessments toward students' ability of writing. They can be from writing in formal examination or from portfolio of students' works which have been accumulated over a period of time. The grade of the assessments has to be based on explicit criteria and be replicable by another examiner.

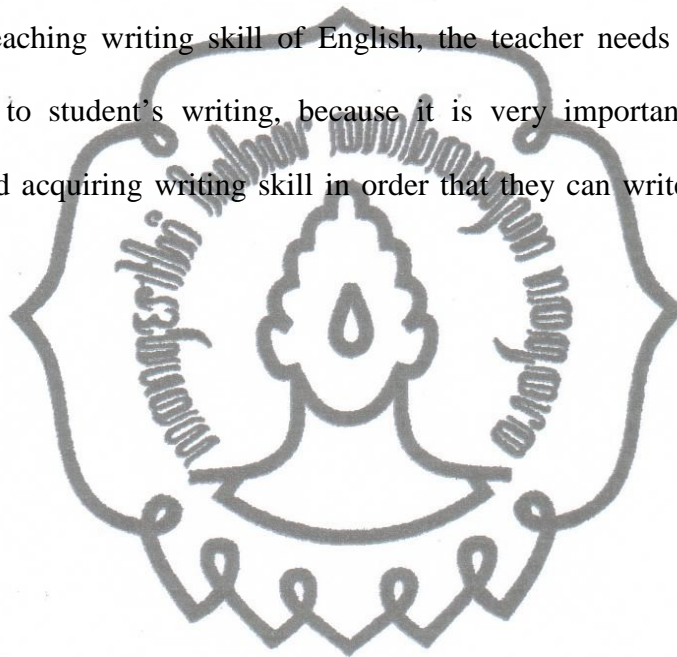


D. Rationale

Rationale is: 1) the fundamental reasons, or rational basis, of something; 2) a statement, exposition, or explanation of reasons or principles (McKechnie, 1983:1496). In this study, the rationale exposes the fundamental reasons of the implementation of KTSP in the process of teaching writing skill of English as a second or foreign language.

Writing as one of English skills, in fact, is different to speaking. It has its own complexities (rules that make it more formal than speaking: spelling, paragraphing, punctuation, capitalization). Students in learning writing in school are influenced by the ways of teaching applied by the teacher. One of them is

especially in the application of writing approaches (product, process, and genre approaches). Although every approach has its own characteristics, it is complementary each other, because it all can explore the students' ability in learning writing of English as a second or foreign language. The teacher can make use the approaches according to the students' need. Finally, in implementing of KTSP in teaching writing skill of English, the teacher needs to give roles for responding to student's writing, because it is very important for students in learning and acquiring writing skill in order that they can write a good piece of writing.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

This study used the qualitative approach, using naturalistic inquiry. According to Moleong (2007;6), qualitative research can be defined as the research which is aimed to study holistically the phenomenon experienced by the research subject, such as the behavior, perception, motivation, action, and so on. The way in reporting the research is describing in words and language in certain natural context and using various natural methods.

The reason why the researcher using naturalistic method as stated Lincoln and Cuba (1985: 39-41) beside human being as instrument, naturalistic approach have characteristic as: (1) human being realities cannot be separated from their context, and their observable parts. They are whole in parts; (2) the use of tacit knowledge is valid. The Intuition and feeling are as valid as the knowledge in the language to express the reality; and also to human being,(3) the result of the research is important to negotiate and interpreted between researcher and the target, (4) the interpretation of the data is ideographic or specific, and (5) the results of the research is tentative.

In this research, the researcher was the means of observation since the researcher was present to the setting. This research learned about the implementation of KTSP in teaching writing skill. By using the naturalistic inquiry, the research was conducted in natural setting; it means to make meaning of the

implementation of KTSP in teaching writing skill. The method chosen gave the clear description of the process observed. In this case, the process was observed as what happened on the field without any treatment from the researcher. The object that was observed was the implementation of KTSP in the teaching writing skill, including the components of KTSP and the real implementation in the class.

B. Setting

The research was carried out in Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta because this school had implemented “Kurikulum Tingkat Satuan Pendidikan (KTSP)” in its instructional process since the academic year 2007/2008. The school is located at Jalan Trisula No.46 Kauman Surakarta. It could be contacted via phone number (0271) 641818. MTs NDM Surakarta is one of the Islamic Junior High School in Surakarta.

The following table shows the schedule of research activity at MTs NDM Surakarta.

Table 3.1. The Schedule of Research

Time	Activity
May – June 2010	Designing the proposal and getting the approval
June 2010	Presenting the proposal seminar
July – August 2010	Observing, collecting data, and analyzing the data
September 2010	Reporting the observation
January 2011	Writing the research findings and discussions
June – August 2011	Having the seminar of the research report and Revising the research report
September 2011	Submitting the research report

C. Source of Data

To carry out the research, the researcher collected the data related to the implementation of KTSP in the instructional process, especially is in the teaching writing skill of MTs NDM Surakarta. The data was taken from three kinds of sources, those are:

1. The activity/ events

The instructional process using KTSP curriculum, especially in English lesson. The activities which were taken as data were the English instructional process in writing skill in MTs NDM Surakarta.

2. Informants

The people, participating in the instructional process and understood the concept KTSP curriculum and also its implementation especially in English lesson. Those informants were the headmaster, the English teacher who apply KTSP in the teaching writing skill on grade VII, VIII, IX.

3. Documentations

The written information related to the implementation of KTSP curriculum in instructional process especially in English lesson in teaching writing skill. The documents that were used as the sources in this research were, the syllabus, RPP, textbook, LKS/Student worksheet, and the other related documents.

D. Techniques of Data Collecting

Based on the data sources of above, the researcher in this study used the data collecting techniques as follows :

1. Observation.

According to Hoepfl (2006: 1), the classic form of data collection in naturalistic of field research in observation of participant in the control of a natural setting. The observation was carried out on the instructional process using KTSP curriculum, especially in English lesson especially in teaching writing skill. The researcher used the passive participation technique in carrying out the observation. The researcher was present to the setting, observed the object, but did not take part as any role in the observation object. In this observation, the researcher also used the camera to record the activities during the instructional process.

2. Interview.

An interview is a direct face to face attempt to obtain reliable and valid measurement in the form of verbal responses from one or more respondents. It is a conversation in which the roles of the interviewer and the respondent change continually (Key, 1997: 6). The interviews were delivered to the participants of English teaching using KTSP curriculum, they were the English teachers and students. The interview was also delivered to the decision maker in teaching using KTSP, the head master MTs NDM Surakarta. The interviewees were taken as sample from the population by implementing purposive sampling technique. The teachers as the interviewees were the English teachers involved in the

observations. The students as the interviewees were taken too based on each class. There were three students of each classes observed.

3. Document analysis.

The documents analysis was done to select the documents related to the English teaching in junior high school KTSP curriculum. The documents that were analyzed were the syllabus, RPP, the daily classroom journal, the presence list, text book, student work sheet/ LKS and the other related documents.

E. Trustworthiness

Since the research was conducted in qualitative research, the data collected needed the trustworthiness. The trustworthiness of data can be understood as every situation that must demonstrate the right value, provide the basic to be implemented, and allow the outside decision that can influence the consistency from its procedure and neutrality of the findings and decisions (Moleong, 2007: 321). The trustworthiness of data in qualitative research has certain criterions. Those are credibility, transferability, dependability, and conformability.

In credibility, the researcher use to seek out the compatibility between the constructed realities that exists in the minds of the inquiry's respondents and those that are attributed to them. Transferability is the extent, to which the finding can be applied in other context or with other respondents. Dependability: an inquiry must provide its audience with evidence that if it were replicated with the same or similar respondents (subject) in the same (similar) context, its finding are the product of the focus of the inquiry and of the bases of the researcher.

Each of the criteria in the trustworthiness of data cannot be separated since the qualitative study will not be transferable if it is not credible. Furthermore, it will not be credible if it is not dependable. Therefore, the qualitative study should meet all of the criteria to get the trustworthiness of data. In this research, the information collected on the field had been observed its credibility before the researcher took them as the data. Therefore, the data collected in this study was credible and could be used as the consideration in drawing the conclusion.

F. The Technique of Data Analysis

The data of this study was analyzed using "The Constant Comparative Method". Moleong (2007: 288) states that it is known as the constant comparative methods since during analyzing the data it constantly compares one data to others. Then it constantly compares one category to others. This technique is also known as a means for deriving (grounding) theory, not simply a means for processing data (Lincoln and Guba, 1985: 339). In this research the data was analyzed to ground the theory based on the research findings.

This technique consisted of four steps in analyzing data to result the theory. Lincoln and Guba (1985: 339) state that those four steps are (1) Comparing incidents applicable to each category. (2) Integrating categories and their properties. (3) Delimiting the theory. (4) Writing the theory.

In this study, the researcher conducted the observation to collect the data. After getting the data, firstly, he compared the incidents to each category. In other words, it can be said that in this step the researcher gave the label to the findings

based on each category. Secondly, the researcher integrated the categories and their properties. In this step, the categories must be very clear. The next step, the researcher delimited the theory based on the findings on the fields. The last step was writing the theory that was based on the real fact.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two sections. They are research finding and discussion. In this section, the writer tells the findings on the field during the research. The finding shows the real situation on the field. The other section; that is discussion section, relates the findings on the field to the theories.

A. Research Finding

1. The Implementation of KTSP in the Teaching Writing Skill

Generally, the school elements implemented the use of KTSP in the instructional process. The implementation of KTSP as the curriculum included the components of KTSP; namely. Goal of the educational institution, Structure and Carriage of Institution, Academic Calendar, Syllabus, and Lesson Plan. The instructional process as the real implementation of KTSP was also based on KTSP procedure and rules.

In MTS NDM Surakarta, there are 6 classes; two classes of the first grade, two classes of the second grade, and two classes of third grade. The total of the students in each class about 25 peoples, and the total all the students of the school about 150 peoples. All the students live in boardinghouse.

The English is one of the main subject matters in the instructional activity. To support the instructional process, there are three English teachers; two female teachers and one male English teacher.

During the observation, the researcher attended three classes conducting the English instructional process. Those class conducted by three different teachers. The researcher observed class VII by teacher Kristyantari,S.Pd (K). Then, he observed class VIII which was conducted by teacher Eko Saparto,S.Pd (ES). He also observed class IX which was conducted by teacher Eni Jayanti, SS (EJ).

The general implementation of KTSP in the teaching of English will be seen from five items; in writing skill namely the objective of Teaching writing skill, material, media, technique, and time allotment. These items will be described clearer in the following discussion.

a. The Teaching and Learning Objectives in Writing Skill

The objective of teaching English in a school, in general, is influenced by its curriculum. The teaching English in Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta, is also influenced by the English curriculum implemented in the school (KTSP). As the English lesson of the two grade is organized in English syllabus as guideline used by the English teacher for teaching English.

According to the syllabus, the English lesson taught to students is divided into four major skills of English (listening, speaking, reading, and writing). Each skill of English is divided into some 'Standard of Competences' (Standar Kompetensi). Standard of Competence is the ability related to each of English skills learned by the students that must be achieved and owned after learning the related skill of English.

Each Standard of Competence contains some 'Basic Competences' (Kompetensi Dasar). Basic Competence is a number of minimum abilities of related English skill learned by the students, in order that the students acquire English Standard of Competence taught in the Two Grade.

Based on the explanation above, teaching writing as one of English skills taught in the Two Grade, especially VIII Grade, of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta, has its own objective based on the curriculum implemented in the school. The objective of teaching writing of English to VIII grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta, in general, is same as the objective of the teaching writing of English to the two grade students in the school. The objective is the students are hoped to be capable of writing English texts. The English texts needed to learn by the students for examples: 1) short/simple essays of genres (descriptive, recount, and narrative); and 2) short functional texts (invitation, announcement, and short message).

Based on the interview with the English teacher (on the first interview), the purpose of teaching writing of English is the students are hoped to be capable of writing English texts. It is strengthened by the objective of teaching writing based on the teacher's documents in the English syllabus as the guideline of teaching English, especially teaching writing of English.

Based on the English syllabus for the Two Grade, the purpose of teaching writing of English is written in the Writing Standard Competence of English syllabus on Semester I and Semester II. There is one Writing Standard Competence on each semester of the Two Grade.

The Writing Competence Standard of Semester I is in No. 6 in the English Syllabus. It is “*Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.*” It is divided into two Basic Competences. They are the Basic Competence No. 6.1. and No. 6.2. The Basic Competence No. 6.1. is “*Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.*”, while the Basic Competence No. 6.2. is “*Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.*”.

The Writing Competence Standard of Semester II is in No. 12 in the English Syllabus. It is “*Mengungkapkan makna dalam teks fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.*” It is also divided into two Basic Competences. They are Basic Competence No. 12.1. and No. 12.2. The Basic Competence No. 12.1. is “*Mengungkapkan makna dalam bentuk teks tulis fungsional*
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pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.”, while the Basic Competence No. 12.2. is “*Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.*”

Thus, it can be concluded that the objective of the teaching writing to the two grade students of MTs Nadhlotul Muslimat (MTs NDM) Surakarta is the students are hoped to be capable of expressing the meaning in written short functional texts and simple short essays of genres (descriptive, recount, and narrative). It is intended that they can interact by using written texts to their surrounding environment.

The objective of the teaching writing to VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta is the students are hoped to be capable of writing English texts targeted in this grade. It is for expressing the meaning in written English texts, such as short functional texts (invitation, announcement, and short message) and simple short essays of genres (descriptive, recount, and narrative). Thus, the students can interact to the others by using written texts to their surrounding environment as a means of written communication. The objective of teaching writing of this grade is stated in English Syllabus of the eighth grade as the guideline of teaching English for English teacher, especially teaching writing of English.

Seeing the objective of teaching writing to this grade (how to make English texts for a means of written communication) means that the students are *commit to user*

not only taught how to write English words or English sentences, but also to make written texts consisting of English sentences constructed in an order way as a means of communication. To achieve the objective, it must be supported by other factors of teaching writing. The factors influence each other, such as the materials, the media, the technique used by the teacher, and the time allotment of teaching writing. Finally, the objective of teaching writing influences the teaching writing done by the teacher.

In other words, the objective of teaching writing skill in this grade is to bring about changes in learning writing of English texts for students. Of course, it becomes the teacher's task to give insight to students why they must learn writing skill targeted in this grade. Furthermore, the students will know and realize that writing skill they learn is very useful for communicating to another one in written texts, for instances they will be capable of: 1) describing some particular person, place, or thing in a simple short descriptive text; 2) telling or retelling past events or experiences in simple short recount text; 3) telling or entertaining some problematic events (fiction or nonfiction story); and 4) writing some short functional texts (invitation, announcement, and short message) correctly and fluently. Thus, the objective of teaching writing of English to this grade is very useful to achieve the students' ability for communicating to another one in order that they can apply the skills they learn in their daily lives (academic or non academic).

b. The Materials of Teaching Writing Skill of English

The materials of teaching writing skill of English in VIII Grade are the competencies needed to learn by the students. It contains some writing

activities to support the process of teaching and learning writing skill. The materials of teaching writing of English are about genres (kinds of texts). The English texts (genres) which are taught to VIII Grade students are descriptive, recount, and narrative texts. The text taught in the skill of writing is started from the easier text that is descriptive text. The followings are the materials of teaching writing to VIII Grade students which are collected from the teacher's documents (English Syllabus of the eighth grade, LKS book and packet book):

a. The English Syllabus

The English syllabus is one of sets for teaching English lesson. Based on the English Syllabus of the two grade, there are some materials of teaching writing of English to the two grade students for Semester I and Semester II. The materials to teach based on the English syllabus are as follows:

- 1) The materials for Semester I (Competence Standard No. 6) consist of simple short functional texts (invitation, announcement, and short message) and simple short essays of genres (descriptive and recount texts).
 - a) Basic Competence No. 6.1.: Simple short functional texts (invitation, announcement, and short message).
 - b) Basic Competence No. 6.2.: Simple short essays of genres (descriptive and recount) that consist of: (1) essays of genres (descriptive and recount texts: the purposes, language features,

and generic structures of descriptive and recount texts); (2) gapped texts of descriptive and recount; and (3) jumbled sentences of descriptive and recount texts.

2) The materials for Semester II (Competence Standard No. 120 consist of simple short functional texts (invitation, announcement, and short message) and simple short essays of genres (recount and narrative texts).

a) Basic Competence No. 12.1.: Simple short functional texts (invitation, announcement, and short message).

b) Basic Competence No. 12.2.: Simple short essays of genres (recount and narrative texts) that consist of: (1) essays of genres of recount and narrative texts (the purposes, language features, and generic structures of recount and narrative texts); (2) gapped texts of recount and narrative texts; and (3) jumbled sentences of recount and narrative texts.

b. The LKS Book (Semester I)

In Semester I, the LKS book is divided four units of English materials which include the materials of four English skills (listening, speaking, reading, and writing). Each unit of the LKS book is divided into two major activities. They are spoken activities (containing competence standards of listening and speaking skills) and written activities (containing competence standards of reading and writing skills). The written activities in this book consist of reading and writing

skills. Those skills are integrated in the written activities.

The materials of written activities that contain reading and writing skills needed to teach to students are as follow:

1) Unit 1: Can you help me, please?

a) Theme: Flora and Fauna 1

b) Indicators:

- Identifying written descriptive text
- Finding information in the text
- Grammar Focus: Identifying *To Be* and *To Have* (Simple Present Tense)
- Identifying text structure and rhetoric
- Writing a descriptive text

2) Unit 2: How Plants Make Food

a) Theme: Flora and Fauna 2

b) Subtheme: Plant Life

c) Indicators:

- Identifying written descriptive text
- Finding information in the text
- Grammar Focus: Identifying prepositions
- Identifying text structure and rhetoric
- Writing a descriptive text

3) Unit 3: What About Your Friend?

a) Theme: Friendship

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b) Indicators:

- Identifying written descriptive text
- Finding information in the text
- Expressing opinion and invitation
- Describing someone
- Writing a short descriptive text

4) Unit 4: Congratulation on Your Success!

a) Theme: Travelling

b) Indicators:

- Identifying written descriptive text
- Finding information in the text
- Grammar Focus: Identifying simple past tense
- Writing a recount text by using pictures

c. The Packet Book

The packet book is used for Semester I and Semester II. The English materials of the packet book are divided into eight units include the materials of four English skills. The writing skill materials based on the packet book are as follows:

1) Unit 1: Describing Animals (Descriptive)

a) Writing Activities:

- Writing small functional texts (e-mails)
- Writing descriptive texts

b) Forms and Features:

- Simple present tense
- Adjectives
- Comparatives (-er), superlatives (-est) and the specific forms of comparatives and superlatives

2) Unit 2: Long, long Time Ago ... (Narrative)

a) Writing Activities:

- Writing small functional texts (letters)
- Writing narrative texts (imaginative texts)

b) Forms and Features:

- Simple past tense
- Action verbs in the past tense
- Preferences

3) Unit 3: Congratulations! (Recount)

a) Writing Activities:

- Writing small functional texts (letters)
- Writing past experiences (recount texts)

b) Forms and Features:

- The past continuous tense
- Indefinite pronouns

4) Unit 4: What an Amusing Story! (Anecdote)

a) Writing Activities:

- Writing small functional texts (announcements)

- Writing anecdotes

b) Forms and Features:

- The simple future tense
- Two verbs that come one after the other in affirmative, negative and interrogative forms

(Based on this packet book, it is stated that anecdote genre is as one of genres to be learned by the eighth-grade students. But, now it is not learned anymore. Based on the English Syllabus to the eighth grade, there are only three genres taught to the eighth grade students: descriptive, recount, and narrative.)

5) Unit 5: Mommy, I'm not Feeling Well (Descriptive)

a) Writing Activities:

- Writing small functional texts (letters to a health consultant)
- Writing descriptive texts

b) Forms and Features:

- Simple present tense using “relating verbs”, such as *look*, *seem*, etc.
- Adverbs of frequency, such as *every ...*, *twice a month*, etc.
- Adjectives

6) Unit 6: My Teenage World (Narrative)

a) Writing Activities:

- Writing small functional texts (short messages to someone)

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- Writing narratives stories

b) Forms and Features:

- Present perfect tense
- Sentences with *to verb* following the adjectives (S + be + adjective + to verb)
- Verb phrases

7) Unit 7: On My Holiday, I Went to ... (Recount)

a) Writing Activities:

- Writing small functional texts (a postcard and its reply)
- Writing recount texts

b) Forms and Features:

- 'How' question words (how far, how deep, how tall, etc.)
- Simple past tense (review)
- "When" and "while"

8) Unit 8: It's Hot Today (Descriptive)

a) Writing Activities:

- Writing small functional texts (brochures and advertisements)
- Writing descriptive texts

b) Forms and Features:

- Had better
- Adverb of frequency

The materials of writing skill taught to students' of VIII/B Grade students are influenced by the objective of teaching writing in this grade. The materials are adapted to the objective of teaching writing. The materials taught in this grade are short functional texts (invitation, announcement, and short message) and simple short essays of genres (descriptive, recount, and narrative). For writing English texts of simple short of genres, the materials of the English texts (genres) needed to teach the purpose of the texts, the generic structures, the language features of the texts, and the model/example of the texts. Thus, the materials taught to students are designed based on the level of this grade that must appropriate to the competencies of the students, for examples: 1) to give description of things; 2) to retell past events; 3) and to make short simple stories (real or fictive).

c. **The Media of Teaching Writing Skill of English**

The media of teaching writing of English are the tools to support the teaching writing of English. The media used by the English teacher in VIII Grade for teaching writing of English vary. The teacher uses whiteboard and black marker pen, and some books (an LKS book, a packet book, and an English dictionary). During the observation done by the researcher in the early Semester I, the LKS book and the English dictionary became the most often books used by the teacher in teaching writing of English than the packet book. The packet book was the last book shared by the school than the LKS book, while the dictionary is brought by the students themselves from their home. *commit to user*

a. White-board and black marker pen

White board and black marker pen are as the media/facilities of teaching and learning given by the school. It is permanent media of teaching and learning in the classroom of this school. For English teacher and the students, it is very important. Through the media, the English teacher can write the materials of writing and can give the exercises of writing. The students can also write the materials given by the English teacher and can do exercises of writing activities through the whiteboard and black marker pen.

b. Text Books:**1) LKS Book**

- The book title: “Bahasa Inggris KTSP 2006” for VIII Grade of Semester I
- Author: The team of MGMP (Musyawarah Guru Mata Pelajaran) Bahasa Inggris SMP/MTs, Surakarta City
- Publisher: CV. Jitu
- The other and regency of publication.

2) Packet Book

- The book title: “Let’s Talk: Based on Literacy Approach” for VIII Grade of Junior High School (SMP/MTs)
- Author: Bachtiar Bima M. and Cicik Kurniawati
- The year of publication: 2005
- Publisher: Pakar Raya
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- The city of publication: Bandung

3) Dictionary (English-Indonesian or Indonesian-English)

Dictionary (English-Indonesian or Indonesian-English) is used in this class in the teaching English, especially the teaching writing of English. The teacher usually asks his students to bring an English dictionary when studying English.

The media of teaching writing of this grade is to support the teaching and learning activities. From the observation, the media used by the teacher, for examples whiteboard and black marker pen, text books (packet book and LKS book), and dictionary. The media often used by the teacher in teaching writing are white board, black marker pen, and LKS book. White board and black marker pen are used for teaching and learning writing activities by the teacher and the students. For the teacher, it is usually used for writing the materials of writing to explain. For the students, the white board and the black marker pen are used for writing the exercises of writing (English sentences or English texts). The LKS book is used by the teacher and the students for teaching and learning writing materials and the exercises of writing. The LKS book is very important for students to have, because they can learn writing materials and they can do exercises of writing at their houses by themselves. Seeing the media used by the teacher in the first early Semester I, it can be concluded that white board, black marker pen, and LKS book are important to the teaching and learning writing media to the VIII/B Grade students.

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d. The Techniques Used by the Teacher in Teaching Writing Skill of English

In this study, one of the important problems to be studied is the techniques of teaching writing of English used by the English teacher of Grade of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta in 2010/2011 Academic Year. The techniques used by the English teacher here are the applications how the teacher teaches writing to students. The description of the techniques is obtained on direct observation, interview with the English teacher, and documents collected from the English teacher and the students related to the teaching writing of English. By describing how the teacher teaches writing to the students, it can be known the patterns of teaching writing techniques applied by the teacher.

The teaching writing referred to here, according to the objective of teaching writing to the VIII/B Grade, is in order that the students become capable in writing English texts targeted in this grade. Thus, it was not only in teaching writing about words, phrases, sentences or grammar, but also in teaching writing about English texts.

The followings are the description of the techniques in teaching writing applied by the teacher to the Grade students in 2010/2011 Academic Year according to the interview with the English teacher, the teacher's documents, and the direct observation:

a. Based on the Teacher's Interview

Based on the teacher's interview (first interview), in teaching writing of English to the students, at least, the English teacher has to know the materials which are going to teach. In general, the techniques used by the teacher in teaching writing to students are: a) giving theories (writing materials); b) explaining the theories; c) giving exercises; d) evaluating exercises; and e) giving tasks, homework and reviews to students.

b. Based on the Teacher's Documents

There are some other techniques found in another source of data (teacher's documents). It consists of the teacher's lesson plans and syllabus.

Based on the teacher's lesson plan in teaching writing (descriptive text), the technique in teaching used by the teacher is called "PPP/Presentation, Practice and Production". The technique consists of three steps of teaching: 1) Presentation (consists of opening the lesson, checking the students' condition, giving and explaining writing materials); 2) Practice (consists of the activities related to the teaching writing done by the students after the presentation, for example doing some exercises of writing); and 3) Production (consists of writing test to know the ability of the students in achieving the skill of writing after the teacher teaches writing).

Based on the English syllabus of the eighth grade, the techniques of teaching writing consist of written tests which are divided into two semesters (Semester I and Semester II). The followings are the techniques in teaching writing for Semester I and Semester II:

- 1) Completion of gapped texts (descriptive, recount, and narrative texts)
- 2) Arranging jumbled words or sentences to make good texts:
 - a) functional texts (invitations, announcements, and short messages).
 - b) essays of genres (descriptive, recount, and narrative texts).
- 3) Writing essays or texts:
 - a) functional texts (invitations, announcements, and short messages).
 - b) essays of genres (descriptive, recount, and narrative texts).

c. Based on the Direct Observation

The observation conducted by the researcher in this study took six times. It was conducted when the teacher was teaching English to VIII/B Grade students in 2010/2011 Academic Year. The observation started on Wednesday, July,21, 2010 until Saturday, August,28, 2010. Based on the direct observation, it was obtained three times/meetings of teaching writing conducted by the teacher. (Teaching writing here is meant not only the teaching writing about English words or sentences but also the teaching writing about English texts.) It was on Wednesday,

July 21, 2010, on Thursday, July 27, 2010, and on Thursday, July 29, 2010. From the results of three times of observation, when the teacher teaches writing skill to students, it is showed that the English text taught to students is about descriptive text.

The techniques used by the teacher in teaching writing descriptive text here only describe a part of the techniques in teaching writing to VIII/B Grade students in that time (in 2010/2011 Academic Year). Thus, it does not represent whole teaching writing to students in 2010/2011 academic year.

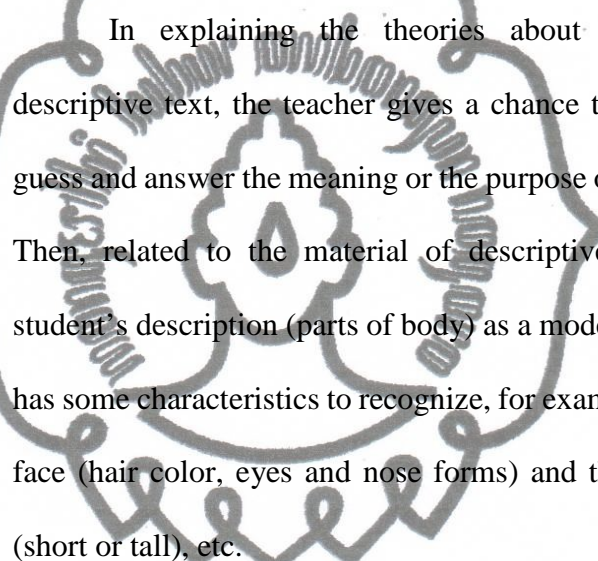
There are some steps applied by the teacher in teaching writing. The steps of teaching writing, in general, consist of opening the lesson, giving the theories, explaining the theories, giving the exercises, evaluating the exercises, giving tasks/homework to students, and closing the lesson. The following are the techniques of teaching writing (descriptive text) conducted by the teacher:

- 1) The First Observation (Wednesday, July 21, 2010):
 - a) Opening the Lesson

In opening the class, the teacher greets the students. He also checks the students' condition and the students' preparation before starting the lesson. He asks whether there is a student who does not enter the school or not, and also asks whether the students did the homework or not (if assigned), or asks whether the students bring the LKS book or dictionary or not.

b) Delivering (Giving and Explaining) Theories/Writing Materials

In this meeting, it is given about the material of writing that is descriptive text. The theories of descriptive text are explained here, for examples the meaning (the purpose), the language features, the generic structures, and the example of descriptive text.



In explaining the theories about the meaning of descriptive text, the teacher gives a chance to students first to guess and answer the meaning or the purpose of descriptive text. Then, related to the material of descriptive text, he uses a student's description (parts of body) as a model of a person who has some characteristics to recognize, for examples the students' face (hair color, eyes and nose forms) and the students' body (short or tall), etc.

The teacher also explains the characteristics (generic structures) of descriptive text that consist of: 1) identification or introduction; 2) behavior or attitude; and 3) appearance. It includes the meanings in Indonesian: 1) '*pengenalan*'; 2) '*kebiasaan*'; and 3) '*penampilan*'). He also uses a student's description as an example of people that has some description about certain attitudes and appearances. After that, he gives the students a chance for consulting whether they have difficulties in receiving the materials or not.

The teacher emphasizes to students to use LKS book and dictionary. He also reprimands the student who does not bring the LKS book. If they find some difficult words in the text, the teacher asks them to open dictionary to help them.

In delivering the materials of descriptive text, before teaching writing descriptive text, the teacher also gives a reading section. There are some activities of this section: 1) reading (reading by heart and reading aloud) the text "I Have a Cat" in the LKS book in Task 11 page 3); 2) finding the meanings of the underlined words from the text; 3) explaining the text according to the generic structure of descriptive text explained before; 4) answering the questions based on the text; and 5) giving statements 'True' or 'False' based on the text.

After explaining the material, the teacher also gives an example of descriptive text related to writing skill. The teacher writes an example of the text that is about a fruit name (orange) by using black marker pen on the whiteboard. The text written by the teacher is as follows (Appendix 5):

Orange

-Orange is a delicious fruit.

-It is cheap.

-It is around.

-It has orange color.

-It is easy to find.

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c) Giving Exercises

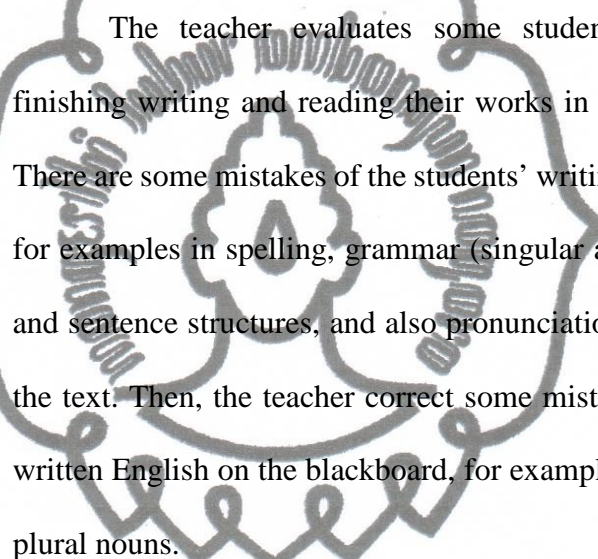
In the practice stage, there are some writing activities done by the students. The first practice, the students complete the gapped text. The second practice, the students write a simple short descriptive text which the theme is about fruits. The third practice, the students present their writing by reading aloud in front of the class.

The first, the teacher asks them to complete the gapped text. It is on the LKS book page 4 in Task 15. Based on the pictures of fruits and some statements about the fruits, the teacher reads aloud the complete texts and the students must listen to the explanation and must write down the sentences which are missed in the LKS.

The second, the teacher asks all students to write a simple short descriptive text about fruits. Before writing the text, the teacher shows how to make the text. Firstly, he asks the students to find a name of fruits as an appropriate title of the text. They use dictionary for helping them to find difficult or new words as to find the name of fruits. He also asks them to say loudly different names of fruits in turns. Then, in writing the text, the students are asked to state the characteristics of the fruits (color, shape, flavor, etc.). The teacher also checks the students' works during the practice.

The third, the teacher asks several students to present their works after they finish their writings. They have to read their own writing in the front of the class. There are three students asked by the teacher to present their writing. Their descriptive texts are entitled “Grape”, “Pineapple”, and “Cerry”. (See Appendix 5)

d) Evaluating Exercises



The teacher evaluates some students' writing after finishing writing and reading their works in front of the class. There are some mistakes of the students' writing to be corrected, for examples in spelling, grammar (singular and plural words), and sentence structures, and also pronunciation when they read the text. Then, the teacher correct some mistakes orally and in written English on the blackboard, for example the singular and plural nouns.

e) Giving Homework/Tasks

Giving homework or task to students is done by the teacher before closing the lesson. In this meeting, the teacher gives homework after evaluating the exercises. The teacher asks the students for reading a descriptive text in LKS book. Besides, he also asks them to find difficult words from the text.

f) Closing the Lesson

After giving homework, the teacher closes the lesson by parting the students.

2) The Second Observation (Thursday, July 27, 2010):

a) Opening the Class

In opening the class, the teacher greets the students. He also checks the students' condition before starting the lesson.

b) Delivering (Giving and Explaining) Theories/Writing Materials

At this stage, the materials to teach are still about descriptive text. The theme is about animals. Before delivering materials, the teacher asks the students to consult the homework (reading a descriptive text about animal from LKS and finding the meaning of difficult words from the text). In this stage of giving theories, it is also given a list of questions for writing a descriptive text about animal.

In explaining theories, the teacher gives some instruction to students how to describe an animal. He reminds the students about the characteristics of descriptive text (introduction/ identification, behavior/ attitude, and appearance). The teacher gives a list of written questions about the things wanted to describe that the answers can be written for making a descriptive text. The written questions are as follows (page 10 of the results of observation):

1. *Who is my cat name?*
2. *What is it look like?*
3. *What it's like to do?*
4. *Is it near to me?*

c) Giving Exercises

The teacher gives an exercise for writing a descriptive text about animal. Before writing the text, he gives some direction to write the text. Firstly, he asks the students to write a name of animals first before writing the text. Then, he asks the students to find the suitable ideas of the text based on the characteristics of of the animal (introduction, behavior, and appearance). After that, he asks a boy to state what animal that the boy chooses. (Writing the descriptive text about animal is not practiced yet, because the time of the lesson is over.)

d) Giving Homework/Tasks

In giving homework, the teacher gives the students two tasks for their homework. The first task is for writing a descriptive text about animals. The teacher gives the students some instruction for writing the text, for instance writing the sentences of the text in Indonesian first before writing in English. The teacher also gives them one example of animals (cheetah) to be written in the text. The description of the example is explained orally in Indonesian. The second task is for finding difficult words from the books.

e) Closing the Lesson

The teacher closes the lesson and reminds the students to do the homework.

3) Third Observation (Saturday, July 29, 2010):

a) Opening the class

The teacher opens the class as usual. He greets the students. He also asks the students to prepare some books and checks the students' homework.

b) Delivering (Giving and Explaining) Theories/Writing Materials

The teacher gives and repeats the material about descriptive text again. It includes the generic structures of descriptive text for reminding the students again. To make clearer about the material, the teacher gives an example of written descriptive text about animal that is elephant (given in written text) and cheetah (given in spoken text). The descriptive text about elephant made by the teacher is as follows (page 14-15 of the results of observation):

- *Elephant is the biggest animal.*
- *It has a long trunk and two tusks.*
- *Its ears are wide and big.*
- *Its foot are big and long.*
- *It has a long tail.*
- *It eats grass and plants.*
- *It likes to take a bath.*

In explaining writing materials, the teacher explains about the examples of descriptive text about animals. It is

explained based on the characteristics (generic structures) of the text (introduction/identification, appearance, and behavior/attitude).

c) Giving Exercises

The teacher asks the students to write a descriptive text about animal in their exercise books. In this practice, the students use dictionary to help them in writing the text.

The teacher checks the students' writing. He also reminds them to write a descriptive text by using a good paragraph and by using closing sentence at the last sentence of the paragraph "*That all about ...*". The teacher asks one of the students to write a descriptive text about animal on the whiteboard. Thus student entitled his descriptive text "Leopard". This student's writing can be seen on the results of observation on page 16.

d) Evaluating Exercises

After the student writes the text on the whiteboard, the teacher evaluates the text by correcting the mistakes of the student's writing. There are many mistakes of the text that the teacher corrects are in the spelling, grammar, and sentence structures. Although, it has many mistakes, but the teacher praises the student for his work by saying "*It is very good!*".

e) Giving Homework/Tasks

The teacher asks the students to write a descriptive text about animals at home.

f) Closing the lesson

The teacher closes the lesson by parting them.

Based on the different data sources above (observation, interview, and documents), it can be summarized and described some patterns related to the technique of teaching writing used by the teacher to VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat Surakarta in 2010/2011 Academic Year. The summarization is as follows:

1) Opening the lesson:

- a) Greeting the students
- b) Checking the students' condition
- c) Asking the students to prepare some books

2) Delivering (giving and explaining) theories/writing materials:

a) Giving writing materials

(1) Functional texts (invitation, announcement, and short message)

(2) Essays of genres (descriptive, recount and narrative texts)

b) Explaining writing materials (presentation)

3) Giving exercises/practices of writing:

a) Completion of gapped texts

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- b) Arranging jumbled words or sentences to make good texts
 - c) Writing essays of genres
 - d) Exposing the students' writing (reading the student's work in front of the classroom)
- 4) Evaluating exercise
 - a) Discussing the exercises with students
 - b) Correcting the students' exercises with students
 - 5) Giving tasks/homework and writing review
 - a. Tasks/homework:

Based on the observation, it is not obtained yet tasks/homework as students' personal tasks to be evaluated and graded by the teacher. It is usually discussed together with the students. The homework from the teacher are for instances:

 - (1) Writing texts/portfolios
 - (2) Finding and learning difficult English words of English from the texts learned by students.
 - b. Writing review

It was not obtained the data about writing review yet.
 - 6) Closing the lesson (parting)
 - 7) Evaluating the tasks, homework and review

The tasks/homework and writing review are evaluated to know the result of teaching writing of English. It is used "*Kriteria Ketuntasan Minimal/KKM*" or the least standard grade for
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evaluating the students' ability in the skill of writing through portfolios (writing tasks) or writing reviews in the teaching writing. Based on the teacher's set of equipment of teaching English (for more detailed, see the appendices), the KKM of writing skill is as follows:

a) Semester I:

Table. 4.1. KKM of Writing Skill of the Eighth Grade in Semester I

Basic Competence (in Number)	Indicators	KKM of Writing Skill
6.1.	Completing jumbled functional text	65
	Arranging words into a meaningful functional text	65
	Writing a short functional text	65
6.2.	Completing short jumbled essay of descriptive text	65
	Arranging sentences into a meaningful text of descriptive text	65
	Writing essay of descriptive text	65

b) Semester II:

Table. 4.2. KKM of Writing Skill of the Eighth Grade in Semester II

Basic Competence (in Number)	Indicators	KKM of Writing Skill
12.1.	Writing short functional texts of: 1) announcements; 2) invitations; and 3) short messages	67
12.2.	Writing simple short functional texts of narrative texts by using good rhetorical steps	65

The techniques used by the teacher in teaching writing to VIII/B Grade students are the combination of activities which support each other. From the three meetings of teaching writing in the results of observation, there are activities done in the same patterns (opening the lesson, delivering/presenting the theories (giving and explaining writing materials), giving exercises/practices of writing, evaluating exercises, giving tasks/homework and writing review, closing the lesson, and evaluating the tasks/homework and review). There are some striking stages of the techniques that can be seen to be discussed in the techniques of teaching

writing; they are the stages of delivering theories/writing materials (giving and explaining theories), giving exercises and evaluating exercises. However, those patterns are important parts as the techniques in teaching writing of English to the VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta in 2010/2011 academic year.

Here are the discussions of the techniques used by the teacher in teaching writing of English to the VIII/B students of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta in 2010/2011 academic year:

a. Opening and closing the lesson

Opening and closing stages are the parts of techniques of teaching writing. Before starting the lesson, opening stage (greeting students and asking the students' condition) is always done by the teacher. As the opening stage, after finishing the lesson, parting is also done by the teacher in the closing stage. These stages are important to do in every teaching activity. It is the signs that the teacher and the students keep politeness and familiarity each other in teaching writing, for instance when the students respond to the teachers' sayings in greeting or parting. Thus, opening and closing stages can make the situation warmer, and can make the relationship between the teacher and the students become closer in studying English in the classroom.

b. Delivering/presenting theories (materials of writing)

In delivering materials of writing, it is divided into two stages. The stages are by giving the materials and by explaining the materials.

In the stage of giving the materials, the theories (writing materials) given and taught to students by the teacher are functional texts and essays of genres. It is based on the English curriculum implemented by the school in which most of English skills materials are influenced by genres (kinds of texts). One of the characteristics of genre approach is the existing of kinds of texts (spoken or written texts). Of course, it also influences the teaching writing of English to the students.

For the eighth grade students, there are some kinds of essays or written texts need to be taught to the students, for examples descriptive text, recount text, and narrative text. In teaching writing of English, the teacher teaches how to write a short or a simple text of genre. From the researcher's observation, it is seen that the students of Class VIII-B, started writing a descriptive text in a short text or in a simple text. The themes of fruits and animals become the examples of the text.

According to the observation, it is given the materials of descriptive text as one of written texts needed to teach to students of the VIII/B Grade. For this essay, it is given the purpose, generic structures, language features, and models/examples of the text by the teacher. For giving the examples of the texts, the teacher uses the examples of the texts from the LKS book and from his own examples by himself.

In teaching writing to the students, the teacher emphasizes the way of teaching writing in step by step. At first, the teacher explains the theories of descriptive text. He explains the purpose of the text first.

Then, he explains the generic structures of descriptive text (identification or introduction, behavior or attitude, and appearance). At last, he gives the examples of the text from the LKS book or from his own examples. After giving the examples, the teacher asks the students to have an exercise for writing a descriptive text. The students have some difficulties such as in finding vocabularies in their writing and in writing good sentences based on the right grammar. The teacher asks them to open the English dictionary when they have difficult words. Usually, the teacher asks the students to write some difficult words on their small papers as their reminders of difficult English vocabularies. When the students have a difficulty in grammar, the teacher usually helps them how to use the right grammar by writing the sentences on the whiteboard. After that, the teacher also asks the students to write it on the whiteboard. He also checks the students' writing by correcting the spellings, the grammar, or by giving new vocabularies to the students' writing.

Besides the examples of descriptive text in LKS book, the teacher gives some easy examples of a descriptive text made by himself to students, for examples 'orange' and 'elephant'. The models of texts are as examples for making descriptive texts. It is introduced the form that is appropriate to the generic structures of the text for the students to imitate.

The text written by the teacher is not complicated with difficult vocabularies and grammar. It is also written in simple short sentences contain familiar words for the students. By using the language features (simple present tense) emphasized in this text, thus, the students can understand about the examples given by the teacher easily.

In the stage of explaining the materials, the teacher's techniques are influenced by the materials of genre-based writing. So, the approach of teaching writing applied by the English teacher of the VIII/3 Grade is genre-based approach. It also includes the techniques used by the teacher in explaining the materials of writing to the students in the classroom.

Firstly, the teacher explains the meaning and the purpose of the text (descriptive). Secondly, the teacher explains the characteristics of descriptive text (generic structure: 1) identification or introduction; 2) behavior or attitude; and 3) appearance). Finally, the teacher gives some examples of short simple descriptive text (about fruits, animals) from the LKS book or from his own examples made by himself. Sometimes, the teacher asks the students to write some new or difficult words of English on a small paper inserted in the students' note book.

The examples of the texts made by the teacher are aimed to make the students easier to understand. They consist of simple short sentences by using familiar words and simple present tense. Although it is not in a good paragraph, the way used by the teacher (lists of statements or

questions) is one of techniques to make the students capable in understanding how to write a descriptive text. It can be the first step to make easier the students in writing a descriptive text before it is arranged in a good paragraph of text.

In explaining how to write a descriptive text individually, the teacher uses the descriptions of things (fruits, animals) based on the characteristics of the text (identification or introduction, behavior or attitude, and appearance). Here are the techniques used by the teacher in explaining how to write a descriptive text to students: 1) the list of statements that describe the things; and 2) the list of questions that the answers become the descriptions of the things.

The technique of list of questions is the technique that describes the things from the questions related to the things wanted to describe. It is aimed as stimulator to generate ideas that the answers of questions can be written for making a descriptive text. From the questions, it can stimulate the students' ideas for writing a descriptive text through the answers of questions. Thus, the questions are as stimulator, and the answers of the questions are as description of the things.

The examples of some descriptive texts given by the teacher himself to his students contain strengths and drawbacks. The strengths are: 1) it can be written and imitated directly by the students from the whiteboard; 2) the examples made by the teacher himself have certain easiness for students. The examples which consist of sentences in

simple present tense are not too complicated. Thus, it can be understood by the students; and 3) the texts are also given in some lists (order sentences), thus, the students can follow the model for writing the sentences easily. Meanwhile, there are some drawbacks of the examples made by the teacher himself: 1) the sentences of the texts are not arranged in good paragraphs (with layout or indentation), whereas written English texts (compositions) consist of sentences must be written in good paragraphs; and 2) there are some mistakes of English spellings and grammars in the texts made by the teacher.

Here are some teacher's mistakes (the underlined words) related to written English spellings and grammars of the examples of descriptive texts made by the teacher himself (Appendix 5):

8) Example 1:

Orange

-Orange is a delicious fruit.

-It is cheap.

-It is arround.

-It has orange color.

-It is easy to find.

Incorrect Spellings:

- The word "*arround*" (on the third sentence) should be converted "*round*" (adjective) if it refers to the shape of the fruit. Thus, the third sentence should be "*It is round.*".

(Notes: In English, the English spelling consists of American English spelling and British English spelling. The

word “color” is an American English spelling, whereas “colour” is a British English spelling. On teaching writing at school, the teacher should teach a consistent way related to the teaching English spelling to students whether it is used American English spelling or British English spelling.)

Incorrect Grammars:

- On the first sentence, it should be added an indefinite article “an” before the word “orange” to refer to the singular noun of an orange. It should also be added “an” too on the fourth sentence before the words “orange color” to refer to the singular noun of color. Thus, the sentences should be written “An orange is a delicious fruit.” (first sentence) and “It has an orange color.” or “It is orange.” (fourth sentence).

2) Example 2:

1. Who is my cat name?
2. What is it look like?
3. What it's like to do?
4. Is it near to me?

Incorrect Grammars:

- The word “Who” (on the first sentence) should be converted “What”. “What” is a question word used if there is a question to ask a name of a thing (an animal), so that “Who” is not appropriate to use because it is for asking human.

- The words “*my cat name*” (on the first sentence) should be converted “*my cat’s name*”. It is needed an apostrophe (’) after the word “*cat*” and a small letter “*s*” after the apostrophe. It all is used to refer to the name of the cat (a singular noun) or to show possession.
- The word “*is*” (on the second sentence) should be converted “*does*”, because “*is*” is an auxiliary verb (to be) for the personal pronouns *he*, *she*, and *it* which is only used for asking a subject which is not doing an activity. The word “*does*” is an auxiliary verb (to do) for the personal pronoun *he*, *she*, and *it* which is only used for asking a subject which is doing an activity (verb “*look*”). It is used for helping the verb as a predicate. Thus, the second sentence becomes “*What does it look like?*”
- The third sentence “*What it’s like to do?*” should be “*What does it like to do?*”, because in a question sentence, auxiliary verb “*does*” is used after the question word. It also depends on the use of the subject (*he*, *she*, *it*) which is doing an activity (a verb “*like*”).

3) Example 3:

1. *Elephant is the biggest animal.*
2. *It has a long trunk and two tusks.*
3. *Its ears are wide and big.*
4. *Its foot are big and long.*

5. *It has a long tail.*
6. *It eats grass and plants.*
7. *It likes to take a bath.*

Incorrect Grammars:

- Before the word “*Elephant*” It should be added an indefinite article “*an*” to refer to the singular noun of an elephant. Thus, it becomes “*An elephant is the biggest animal.*”
- The fourth sentence “*Its foot are big and long.*” should be written “*Its feet are big and long.*” because the word “*foot*” is a singular noun, whereas the word “*feet*” is a plural noun. It is also followed by an auxiliary verb “to be” (*are*) before the plural noun.

c. Giving and evaluating the exercises

Exercises or practices of writing are necessary besides teaching the theory of writing to students. Writing practices are the real implementations of learning writing by the students. There are some activities related to the techniques in giving the exercises of writing. The techniques are given step by step started from the easier exercise before writing the text individually, as the completion of a gapped text.

Based on the observation, the teacher gives a gapped text in LKS book to fill the missed sentences based on the characteristics of things (fruits). After the students have experiences in writing the sentences through a gapped text, the students are given an exercise to write a

descriptive text individually. In writing essays of descriptive text, the teacher asks the students to write it on the students' exercise book. The dictionary is used by the students for helping them in finding new and difficult words of English. The teacher also gives some guidelines for writing the text. As in the stage of delivering materials (giving and explaining materials), the teacher makes use of some techniques, for examples list of statements describing the things, and list of questions to generate ideas.

After finishing writing the text, the teacher gives opportunities for students to present their works to read in front of the classroom. It is aimed in order that the students can share their writings to the others. The teacher does not only ask his students to read the text in front of the classroom, but the teacher also asks them to share their writings through rewriting their works again on the whiteboard in a different time of teaching writing. The teacher takes one example of the students' works to write on the whiteboard. Thus, the teacher and other students can see the student's work which will be discussed together on the whiteboard.

In evaluating the exercises of writing, the teacher gives some corrections on the students' works which are presented in the front of the classroom. He also gives corrections to one of the students' works. Then, it is rewritten on the whiteboard. When presenting the students' writings in front of the classroom, the teacher corrects their pronunciations, and also gives the correct written words such as *commit to user*

spellings and sentence structures. For evaluating the students' exercises of writing, the teacher evaluates on the students' writings. He evaluates the grammars and spellings of the students' writings. Through, the teacher's corrections, the students can write the corrected text in their exercise books to learn. This evaluation is to increase revisions of the students' works of writing descriptive texts.

After the teacher asked the students to read their works (descriptive texts about fruits) in front of the classroom (in the exercise stage of teaching writing), he should not only evaluate the students' spoken English through reading aloud in front of the classroom, but he should also evaluate the students' written English through rewriting the texts on the whiteboard by the students. Thus, the other students could see the students' works rewritten by the students which are corrected by the teacher. Consequently, the students could correct the texts and understand whether their works good or not based on the criteria of good writing of the Eighth Grade.

Based on the first observation in the classroom, when the teacher asked his students (Afifah, Lutfi, and Safira) to write descriptive texts about fruits, and asked them to present their works in front of the classroom, he only corrected the students' works in spoken English. He should correct the students' works in written English. The teacher should ask them to rewrite the

Works on the whiteboard in order that the teacher discussed the works together with the students. Thus, the students could know and understand about how to write a descriptive based on the good writing criteria.

Here are the discussions of some examples of the students' works (descriptive texts about fruits) based on the original examples of the students' writings (Appendix 18) which should be corrected by the teacher in written English:

The discussions of students' writings of descriptive texts below only discuss some examples of VIII/B Grade students' writings. The examples are especially taken from the students' works when the teacher asked some students to do some exercises of writing descriptive texts in front of the classroom. The examples of students' writing are as follows (the mistakes of students' writings are on the underlined words):

1. Text 1 entitled "Grape" (Afifah Dienillah K):

Grape

- * *Grape is a delicius fruit*
- * *it is expensive*
- * *it is arround*
- * *it has Grape Colour*
- * *it is hard to find*

2. Text 2 entitled "Pineapple" (Lutfiyatun Nisa'):

Pineapple

- *Pineapple is a delicius fruit*
- *it is arround or oval*

- *it has orange colour*
- *flesh is sour*

3. Text 3 entitled “Cerry” (Safira Mutiara Nisa):

Cerry

- *Cerry is a delicious fruit.*
- *It is a expensive.*
- *It has ReD colour.*
- *It is smaal and round.*
- *Can be found locally our imported.*

4. Text 4 entitled “Leopard” (Qonita Aliyatun):

a. The first writing

*I want described about animal. that is a leopard.
He is have skin which colored by yellow and black spot.
He's carnivor. He's have a sharp fang, and he's also
have a long tail.*

b. The second writing (revision)

*I want to described about animal that is a
leopard. He have skin which color are yellow with black
spots. He is carnifor. He have a sharp fang and he is
also have a long tail. That all about leopard.*

The mistakes of the students’ writing can be discussed as follows:

1. Spelling

The students’ incorrect English spellings happen on the texts:

- a. Text 1 (“Grape”): on the first sentence (“*delicious*”); on the third sentence (*arround*); and on the fourth sentence (“*colour*”).

- b. Text 2 (“Pineapple”): on the first sentence (“*delicious*”); on the second sentence (“*arround*”); and on the third sentence (“*colour*”).
- c. Text 3 (“Cerry”): on the title (“*Cerry*”); on the first sentence (“*Cerry*” and “*delicious*”); on the third sentence (“*colour*”); on the fourth sentence (“*smaal*”); and on the fifth sentence (“*our*”).
- d. Text 4 (“Leopard”):
- 1) First Writing: on the third sentence (“*carnivor*”).
 - 2) Second Writing (Revision): on the third sentence (“*carnifor*”).

The correct English spellings should be written on the texts:

Incorrect spellings

Correct spellings

- <i>delicious</i>	→	- <i>delicious</i> (adjective)
- <i>arround</i>	→	- <i>round</i> (adjective)
- <i>Cerry</i>	→	- <i>Cherry</i> (noun)
- <i>smaal</i>	→	- <i>small</i> (adjective)
- <i>our</i>	→	- <i>or</i> (conjunction)
- <i>carnivor, carnifor</i>	→	- <i>carnivore</i> (noun)

(Notes: As stated before (see on page 104), the use of English spelling should be consistent whether it is used American English spelling or British English spelling. Thus, the students can choose the words “*color*” or “*colour*” based on the consistent English spelling taught by the teacher.

2. Grammar

The mistakes of the students' writing related to English grammar:

a. Text 1 ("Grape"):

- It should be added an article "a" before the word "Grape" on the first sentence to refer to the singular noun of the fruit (grape), so that it becomes "A grape".

- "it has Grape Colour" (on the fourth sentence)

The words "Grape Colour" (noun) has an unclear meaning. It should be converted to be a clear grape color (purple, red, green, or white). Thus, the sentence can be converted "It has a purple color."; or "It is purple."; or "Its color is purple.".

b. Text 2 ("Pineapple"):

- It should be added an article "a" before the word "Pineapple" on the first sentence to refer to the singular noun of the fruit (pineapple), so that it becomes "A pineapple".

- "flesh is sour" (on the fourth sentence)

The sentence should be added a word "Its flesh is sour." "Its" (pronoun: possessive adjective) refers to the grape. It can be added a definite article "The" before the word "flesh", thus the sentence turns into "The flesh is sour."

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The sentence can also be converted "*It is sour.*" The word "*It*" (personal pronoun) refers to the grape.

c. Text 3:

- It should be added an article "*a*" before the word "*Cerry*" on the first sentence to refer to the singular noun of the fruit (Cherry), so that it becomes "*A Cherry*".

- "*It is a expensive.*"

The position of the word "*a*" (indefinite article) before the word "*expensive*" (adjective) should be omitted, because the word "*a*" cannot be used together with the adjective only, unless if it is used together with the noun only or the noun which preceded the adjective ("*a*" becomes "*an*" if it is followed by an adjective which has a vowel). Thus, the right sentence is "*It is expensive.*".

Another sentence that has the same meaning with the sentence is "*It is an expensive fruit.*".

d. Text 4 (about a leopard):

1) First Writing:

- on the first sentence:

The sentence "*I want described about animal that is a leopard.*" should be written "*I want to describe about an animal that is a leopard.*". After the word "*want*" should be added an infinitive "*to*" plus verb I

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“describe” not “described”. Before the word “animal”, it should be added an indefinite article “an” to show a singular noun to be described.

- on the second sentence:

The sentence “He is have skin which colored by yellow and black spot.” is a compound sentence, but it

has some incorrect grammars. The subject “He” should be converted “It” because the appropriate personal pronoun to refer to the animal (a leopard) is “It”. The verb “have” should be converted “has” because the subject is “It”. The auxiliary verb *to be* “is” before the word “have” should be omitted, because there may not be two predicates in one clause. The words “which colored by yellow and black spot.” could be written

“which is yellow with black spots.” The incorrect second sentence above could be converted to be some simple sentences: 1) “It has yellow skin with black spots.”; 2) “Its skin is yellow with black spots.”; or 3) “It has skin which is yellow with black spots.”.

- on the third sentence: “He’s carnivor.” should be converted “It is a carnivore.”. The subject “He” becomes “It”. It is added an article “a” before the word “carnivore”.

- on the fourth sentence:

The sentence "He's have a sharp fang, and he's also have a long tail." should be written "It has sharp fangs and it also has a long tail." or "It has sharp fangs and a long tail."

2) Second Writing (Revision):

- on the first sentence:

"I want to described about animal. that is a leopard." It has some incorrect grammars. They are "described" and "animal". "described" should be changed to be "describe" (verb I). "animal" refers to a singular noun and it should be added an article "a" before that word..

- on the second sentence:

"He have skin which color are yellow with black spots."

It is incorrect. The words "He have" should be changed to be "It has" because it refers to an animal. The auxiliary verb "are" should be changed to be "is" because it is preceded by a singular noun "color". The correct sentences can be: 1) "It has yellow skin with black spots."; 2) "Its skin is yellow with black spots."; 3) "It has skin which is yellow with black spots." or 4) "It has skin which color is yellow with black spots."

- on the third sentence: "He's carnivor." should be converted "It is a carnivore.". It also has some different sentences but it has the same meanings, such as "It is carnivorous." or "It is a carnivorous animal.".
- on the fourth sentence:

The sentence "He have a sharp fang and he is also have a long tail." should be written "It has sharp fangs and it also has a long tail." or "It has sharp fangs and a long tail.".

- on the fifth sentence:

"That all about leopard"

It should be written "That is all about leopard."

3. Sentence Structures

Text 3 ("Cerry"):

- "Can be found locally our imported." (on the fifth sentence)

This sentence is not a question sentence because the sentence is finished with a period (.), and not finished with a question mark (?). Moreover, there is not any subject after the word "Can" if it is as a question word. Thus, it should be added a subject (according to the topic being talked) as the beginning of the sentence. The subject should be "It", or "Cherry".

The words “*our imported*” in the sentence are unclear words which have unclear meanings. If there is an adverb “*locally*” after the predicate “*can be found*”, and the adverb followed by the conjunction “*or*” (refers to a choice/an opposite), it is not followed by a verb or an adjective. So that, the next word after the conjunction is an adverb too that is “*abroad*” (adverb).

The above sentence should be written: 1) “*It can be found locally or abroad.*”; 2) “*Cherry can be found locally or abroad.*”; or 3) “*It (Cherry) is an imported fruit.*”

4. Mechanics

a. Titling and Layout

Titling and layout are important applied in a text (a composition). Those are intended to make an orderly arrangement to the text written, so that the readers can understand about the contents of the text, and feel comfort when reading the text.

The descriptive texts of the students’ works about fruits (text 1, 2, and 3) are entitled based on the names of things (fruits). Thus, it can make the readers aware that the titles of the texts are related to the contents of the texts. Besides the title of the text, the students need to take a note of paragraph layout

(indentation) in order that the text looks orderly. Thus, they should not write the texts in separated sentences (in a list), but they should write it in a good paragraph.

The text 4 (descriptive text about animal) that tells about the description of a leopard, is not entitled based on the name of the animal. It should be entitled with the name of the animal, for example “Leopard” or another title that has related to the topic. The text is written in a paragraph with orderly sentences, but it is needed an indentation in the paragraph.

b. Punctuations

There are many kinds of punctuations (period, comma, question mark, exclamation mark, apostrophe, etc.) which can be applied in a written text. Punctuations are used to make certain marks on words, phrases, clauses, or sentences based on the writer’s intention in order that the writer can convey his ideas to the reader.

Some examples of descriptive texts written by the students have some appropriate usages of punctuations, but the others do not have it. There are some sentences of the students’ writing which use period for their positive sentences, but there are also some sentences which do not use the period (all sentences in text 1 and in text 2, the third sentence of text 3, and the fifth sentence of the second writing of text 4). Thus, the

sentences which do not use periods should be given the periods in the end of the sentences.

There are also some usages of apostrophe in the students' writing. They are in text 4:

1) on third and fourth sentences in the first writing:

“He’s carnivor. He’s have a sharp fang, and he’s also have a long tail.”

The apostrophes above are used to show contractions of personal pronoun “he” and auxiliary verb “is”. The contractions on the sentences above can only be used in an informal writing or in a written dialogue. In a formal writing, for example in the student’s written descriptive text above, the apostrophes cannot be used as contractions in general.

2) on the fifth sentence in the second writing:

“That all about leopard”

The words “*That all*” should be added an auxiliary verb “is” between “*That*” and “*all*”. Thus, it becomes “*That is all about leopard.*”. The words “*That is*” can also be contracted “*That’s all*”, but it can only be used in a written dialogue or in an informal writing.

c. Capitalizations

Capitalization as one of the mechanics of writing is important too. Capitalizations which may consist of a big letter

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or some big letters are useful to show that there are: 1) a first word of a sentence; 2) names of people; 3) titles used with the names of people; 4) names of months, days, and holidays; 5) names of places; pronoun "I"; etc. There are some errors in the students' works about the use of capitalization:

In text 1 and text 2, the mistakes are about writing first small letters in front of the sentences which the first letters of the sentences should be written in big letters. In text 3,

- Text 1: The words "*it*" (on the second until the fifth sentences) should be written "*It*".
- Text 2: The words "*it*" (on the second and the three sentences) should be written "*It*". The sentence "*flesh is sour.*" has been corrected about the grammar into "*It is sour.*" or "*Its flesh is sour*". It shows that the first letters on the first sentences should be written in big letters.
- Text 3: The word "*ReD*" should be written in small letters because it is on the middle of the sentence. It is also only a common noun and not the name of people or a place. Thus, it should be written "*red*" (adjective) to refer to color of the fruit.
- Text 4: The first letter of the word "*he*" on the second sentence (in the first writing), should be written "*He*", because, the sentence is behind the period.

5. Paragraph Developments

Paragraph development is influenced by organization of content or topic. The ideas are linked together to make the sentences clear or understandable to read.

The paragraph developments of the students' works (Appendix 18) are influenced by the purpose of descriptive text that is to describe the things (fruits and animals). The ideas written on the sentences of the students' texts are described by the students based on the characteristics of the things they want to describe. The texts are simple. Most of them contain simple sentences of simple present tense. It is appropriate for the eighth grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta in 2010/2011 academic year, especially for VIII/B Grade students, because one of the purposes of teaching writing to this grade is to write simple short essays of genres (descriptive text).

The students' writings (Appendix 18), in general, have simple short sentences of simple present tense. The sentences of the paragraphs develop, although it develops in simple developments. Even, all of the students' writings (text 1, 2, 3, and 4) use opening sentences as topic sentences to introduce the general information about the things (fruits and animals) wanted to describe in the text. Then, the descriptions of the things are described in the supported sentences which follow the topic sentences. There is not any closing

or concluding sentence in text 1, 2, and 3. It is not as in text 4 that has the closing sentence. Thus, text 1, 2, and 3 should be added a closing sentence, for example “*That is all about ...*”, to close the texts and to make the texts more attractive.

Based on the discussions of the examples of students’ writings above, there are many mistakes related to the conventions of writing, such as spellings, grammars, sentence structures, punctuations, mechanics, and paragraph developments. It indicates that writing conventions are very important to support the students to make good written English texts, especially descriptive texts. However, the important thing is the students can make simple short descriptive texts about things (fruits or animals) according to the communicative purpose of descriptive text. Thus, they can communicate their ideas to the readers through describing the things in the texts.

Based on the discussions above, the examples of students’ writings above can be written into such simple descriptive texts as follows:

(Notes: The underlined sentences contain slashes below are different forms of sentences that have a same meaning. It is as alternatives which can be chosen a sentence only.)

1. Text 1:

Grape

A grape is a delicious fruit. It is expensive. It is round. It is purple, red, or white. / Its color is purple, red, or white. / It has

purple, red, or white color. It is hard to find.

2. Text 2:

Pineapple

A pineapple is a delicious fruit. It is round or oval. It has an orange color. / It is orange. / Its color is orange. It is sour./ Its flesh is sour.

3. Text 3:

Cherry

A cherry is a delicious fruit. It is expensive. / It is an expensive fruit. It is red. / Its color is red. / It has a red color. It is small and round. It can be found locally or abroad.

4. Text 4:

Leopard

I want to describe about an animal that is a leopard. It has yellow skin with black spots. It is a carnivore. / It is carnivorous. / It is a carnivorous animal. It has sharp fangs and it also has a long tail. / It has sharp fangs and a long tail. That is all about leopard.

d. Giving and evaluating tasks/homework and review

The teacher gives tasks/homework after finishing the lesson. He gives tasks/homework, such as for writing descriptive texts about fruits or animals and finding difficult words from texts in LKS book.

The teacher usually gives the students some tasks or homework, for examples finding out difficult words from the texts and writing texts (as portfolio tasks). In evaluating the final results of the teaching writing

of English, the teacher uses portfolio (writing texts) and the reviews of writing. The students must achieve grades 70, 00 for the lowest grades. It is the standard grades for the KKM (*Kriteria Ketuntasan Minimal*). Thus, if the students' grades of writing tasks (portfolio) and writing reviews under the KKM, they have to repeat the tasks or the reviews.

The teacher only gives exercises and homework. For the review, there was not any test (review) of writing yet during the observation, but the students must achieve the least grade of writing skill they have learned (KKM/*Kriteria Ketuntasan Minimal*), that is 65 or 67 (based on the indicators of KKM list) if the review of writing is conducted. If there is a student does not achieve the KKM of writing skill, he/she must repeat the tasks or the review. The KKM is made to know the success of teaching and learning writing skill. Thus, the teacher can evaluate his own teaching if the students obtain grades under the KKM to anticipate what strategies to improve the students' ability in writing the text better than before.

e. The Time Allotment of Teaching Writing Skill of English

The description of time allotment in teaching writing of English has an important role. It is needed to show how long the real time allocation of teaching writing in the classroom. It is also as the process to see the development of activities in teaching writing in the classroom. In short, it can show the allocation of times in activities of teaching writing in the

classroom.

The time allotment of teaching writing of English to the VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta is in the meetings of English lesson. The English lesson taught by the teacher in a week is divided into three days (three meetings) in a week. It is on Wednesday, Thursday, and Saturday. In one meeting, there is two hours of lesson. In one hour of lesson, it spends 40 minutes. Thus, in two hours of lesson, it spends 80 minutes for teaching English. According to the English teacher, the time allotment of teaching writing is one fourth of one meeting in teaching English lesson, but it is flexible (not always). It is adjusted to the teaching's need in this grade. It depends on the teaching's need, because in English lesson taught here, it is not only to teach writing skill, but also to teach other skills (listening, speaking, and reading) to the students.

Based on the observation, when the teacher teaches English (six times of observation), the teacher teaches writing (writing descriptive genre) for three meetings. During the teaching writing descriptive genre, the time allotment for teaching writing descriptive genre is not only to teach writing skill but also to teach other skills, such as reading and listening skills. Although it is integrated with other skills, but the core skill to be taught is writing skill. Those two skills which are integrated with writing skill are to support the writing skill in order that the students can learn writing skill and can feel different experience while learning descriptive

text. The teacher integrates the writing skill with reading skill, especially when the students finish writing the text, the teacher asks them to practice by reading their works in front of the classroom. Before writing the text, especially when the teacher delivers the materials, he also reads the examples of the texts in LKS to students. Thus, the students can listen to the teacher's voice when the text is read by the teacher. Besides, the teacher also gives a section to read loudly English vocabularies related to the text from LKS for students.

The followings are time allocations and its activities related to the teaching writing to the VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta in 2010/2011 academic year based on direct observation:

- a. The first observation (Wednesday, July 21, 2010):
 - 1) Opening the lesson
(08.20 – 08.35a.m./15 minutes)
 - 2) Delivering theories/writing materials
(08.35 a.m. – 09.20 a.m./45 minutes)
 - 3) Giving exercises
(09.20 a.m. – 09.38 a.m./18 minutes including writing the text and presenting the text in front of the classroom)
 - 4) Evaluating exercises
(09.38 a.m. – 09.40 a.m./2 minutes)

5) Giving homework/tasks

(09.40 a.m.)

6) Closing the lesson

(09.40 a.m.)

b. The second observation (Thursday, July 22, 2010):

1) Opening the lesson

(10.35 a.m./5 minutes)

2) Delivering theories/writing materials

(10.40 a.m.)

3) Giving exercises

(The time allotment in this activity is not recorded, but it can be known that from the activity of delivering materials until the activity of giving homework/closing the lesson it spends for about 45 minutes from 10.40 a.m. – 11.25 a.m. In this meeting, there is no activity of evaluating exercises because the time of English lesson is over.)

4) Giving homework/tasks

(11.25 a.m.)

5) Closing the lesson

(11.25 a.m.)

c. The third observation (Saturday, July 29, 2010):

1) Opening the lesson

(11.31 a.m.)

- 2) Delivering theories/writing materials
(11.31 a.m. - 11.45 a.m./14 minutes)
- 3) Giving exercises
(11.45 a.m. - 11.54 a.m./9 minutes)
- 4) Evaluating exercises
 - (11.54 a.m. - 12.01 p.m., and 12.20 p.m. - 12.27 p.m./12 minutes)
 - (12.01 p.m. - 12.20 for second break)
 - (12.27 p.m. until 13.02 p.m. is used to teach speaking skill)
- 5) Giving homework/tasks
(13.02 p.m)
- 6) Closing the lesson
(13.02 p.m)

Table. 4.3. The Summary of Time Allotment (in Minutes) in Teaching Writing skill of English

NO.	ACTIVITY	MEETING		
		I	II	III
1.	Opening the lesson	15 minutes	5 minutes	1 minute
2.	Delivering theories/ writing materials	45 minutes	(not recorded)*	14 minutes
3.	Giving exercises	18 minutes	(not recorded)*	9 minutes

			recorded)*	
4.	Evaluating exercises	2 minutes	(there is no activity of this stage)	12 minutes
5.	Giving homework/tasks	about 1 minute	about 1 minute	about 1 minute
6.	Closing the lesson	about 1 minute	about 1 minute	about 1 minute

*: unrecorded time is the researcher's fault

Table 4.4. The Summary of Research Findings (Identified Problems that Influence the Teaching Writing of English by the English Teacher to VIII/B Grade Students of Madrasah Tsanawiyah Nadhlotul Muslimat (MTs NDM) Surakarta in 2010/2011 Academic Year)

No.	Identified Problems to be Studied	Summary
2.	Objective	To be capable in writing English texts (simple short essays of genres and short functional texts) targeted in the eighth grade.
3.	Material	<ol style="list-style-type: none"> 1. Simple short essays of genres: descriptive, recount, and narrative. 2. Short functional texts: invitation, announcement, and short message/memo.

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4.	Media	LKS book, packet book, dictionary, white board and black marker pen.
5.	Techniques Used by the Teacher	<ol style="list-style-type: none"> 1. Opening the lesson 2. Delivering (giving/explaining) theories (writing materials) 3. Giving exercises/practices of writing 4. Evaluating exercises 5. Giving homework/tasks 6. Closing the Lesson <p>(It was not found yet the stage of giving writing review and the evaluation of writing reviews or writing tasks, but based on the teacher's document, there are least grades of writing skill/KKM based on the indicators of KKM list: 65 or 67)</p>
6.	Time Allotment	<ul style="list-style-type: none"> - One meeting of teaching English (2 x 40 minutes) - One fourth of one meeting of teaching English - Flexible/conditional (according to the teaching need)

2. Strengths and Weaknesses

KTSP is actually not really difficult to be implemented in the teaching and learning process. However, in MTS NDM Surakarta that KTSP implementation had been started in the academic year of 2007/2008, the educational practitioners faced some difficulties to be adapted. In the process of the teaching and learning in writing skill using KTSP as the curriculum gave some strengths and weaknesses. The following discussion will explain further dealing with the strengths and weaknesses of implementing KTSP.

a. Strengths

The implementation of KTSP as the curriculum in the level of educational institution gave many advantages to the educational practitioners and also to the students. The policy from the government that gives the responsibility to the school to develop the curriculum based on the school capability and potency.

1) The Appropriateness of Syllabus

Syllabus is one of the bases in conducting the instructional process. In implementing KTSP, syllabus played a very important role since the syllabus: consisted of some elements to be developed in the teaching and learning of lessons. In arranging the syllabus based on KTSP, the teacher had the rights to develop the basic competencies given by the government.

In this case MTs NDM as the educational institution held the

workshop to arrange the syllabus which could be matched to the school needs. MTS NDM Surakarta held the workshop of arranging the syllabus on 5th August, 2008. The agenda was really held on that date since teacher K said, *"Melalui lokakarya tentang KTSP yang diselenggarakan di sekolah pada tanggal 5 Agustus 2008. All the teachers and the educational practitioners in MTs NDM Surakarta were involved in that activity but the participants of syllabus arrangement were, only the teachers. The principal/ headmaster said in interview,*

"Ya semua yang praktisi kependidikan di MTs NDM Surakarta. Kan kalau silabi, kelompok guru yang mengampu mata pelajaran yang sama, berembung bersama-sama untuk menyusun silabi yang sesuai dengan kebutuhan sekolah. Kalau RPP, ya semestinya masing-masing guru sebelum mengajar menyusun RPP dulu."

Therefore, the teachers of that school could discuss together to decide the appropriate syllabus to the students' needs and capability by considering the requirements from the external costumers. The teachers were the real practitioners, who got in touch directly to the students as the participants of the instructional process. Then, they were the persons who really understand the students' capability in absorbing the lessons. Moreover, KTSP is the curriculum which considers the local potency balancing the national potency. The English teachers of MTS NDM Surakarta were also involved in arranging the syllabus for English lesson. Teacher ES said, *"Penyusunan silabi dibebankan pada semua guru mata pelajaran. Jadi saya juga terlibat dalam penyusunan*

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silabi Bahasa Inggris."

As the teachers had the rights to arrange the syllabus appropriate to the school needs, the syllabus could be different from one school to others. The teachers must decide the appropriate competencies to be mastered by the students, the way of achieving the competencies, and the way of measuring the competencies. Of course, these considerations are different from one school to others. This policy caused the big effects in educational process. The teachers became very creative in improving their strategies in the teaching and learning process. Teacher EJ explained,

"Kalau masalah acuan kegiatan sih kami menggunakan silabi yang sudah ada. Itu kan sudah cukup jelas, tinggal nanti kami kembangkan sendiri dengan kegiatan dan strategi yang tepat dengan suasana dan kemampuan siswa di kelas."

This statement shows that based on the syllabus, the teachers could develop their creativity through the strategies and activities in the teaching and learning process.

2) The Unlimited Teachers' Creativity in the Teaching

Since KTSP gives the rights to the school to develop the curriculum from the government, the teachers have the big chance to improve their creativity in the teaching and learning process. The English teachers in MTS NDM Surakarta confessed that they had the chance to choose the appropriate strategies and activities to the teaching and learning process. Teacher ES said, "*Biasanya saya menyesuaikan*
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dengan topic dari materi saya.". This statement shows that the teachers had the rights to choose their own strategies appropriate to the materials.

The characteristic of KTSP that gives the big chance of development permits the teachers to improve their potency to achieve the instructional

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3) The Variety of Teachers Creativity in the Teaching Writing Skill

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curriculum from the government, the teachers have the big chance to improve their creativity in the teaching and learning process. The English teachers in MTs NDM Surakarta confessed that they had had the chance to choose the appropriate strategies and activities to the teaching and learning process. Teacher ES said, "*Biasanya saya menyesuaikan dengan topic dari materi saya.*". This statement shows that the teachers had the rights to choose their own strategies appropriate to the materials.

The characteristic of KTSP that gives the big chance of development permits the teachers to improve their potency to achieve the instructional objectives. In this case MTs NDM Surakarta asked the teachers' responsibility in achieving the objectives by giving them the freedom of choosing the strategies and activities. The principal said in interview, "*Ya setelah merumuskan silabi yang bisa memenuhi permintaan konsumen-konsumennya, mereka selanjutnya memiliki kesempatan untuk berkreasi dalam mengajar.*"

This right made the teachers creative in choosing the appropriate strategies and activities during the instructional process. The same materials might be delivered by the teachers in different strategies using different activities. The teachers as the persons who know well their students always consider the students' capability in the teaching and learning process. Teacher ES gave the example,

"Misalkan saja, saya akan membahas "descriptive text", ya menyiapkan strategy yang dapat memhantu anak-anak

memahami " descriptive text ". Misalnya dengan mengajak mereka membuat dialog, dengan roleplaying di kelas. Jadi tidak hanya menerangkan di depan yang dupat membuat bosan anak-anak. Tapi saya juga harus memperhatikan kemampuan anak didik saya. Jika mereka tidak mampu untuk diberi kegiatan yang mandiri, itu nanti kan hanya membuang waktu. "

Moreover, one English teacher MTs NDM Surakarta might teach some different masses. Then, they also considered the students' capability in each classes. This condition made the possibilities of the same teacher using different strategies and activities in the same topic in different classes. Teacher EJ exposed this condition in interview,

"Bisa Jadi materi nya sama, level nya juga sama, tapi jika diterapkan kegiatan yang sama nggak bogus. Misalnya seperti di kelas A itu kan anaknya aktif dan kreatif, Jadi kalau diberi latihan, diberi kegiatan mandiri itu bias jalan. Tetapi kalau anak-anak VIII nggak bisa begitu, mereka hams diberi kegiatan yang sifatnya membimbing. Nggak bias diberi kegiatan yang mandiri."

b. Weaknesses

Even though KTSP is seen as a good curriculum for the educational institution in the process of the teaching and learning, it also has some weaknesses to be considered. Moreover, KTSP is the new version of curriculum that is not well prepared from the government to the school as the institution which implements the curriculum. The school is actually the institution which has the big responsibility to succeed the educational process. Some weaknesses of implementing KTSP will be discussed in the following passages.

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1) The Adaptation of New Curriculum

As a new curriculum, KTSP needed to be introduced and socialized. Therefore, the school as the implementers of KTSP should hold workshop or training to introduce and socialize this curriculum. In MTs NDM Surakarta, the workshop of socialize this curriculum to the educational practitioners was held on 5th August, 2008. There must be additional agenda as the way to make the educational practitioners understand KTSP as the curriculum to be implemented. In preparing the implementation of the new curriculum, the principal said, "*Untuk sosialisasinya, kami sudah mengadakan lokakarya. Sedangkan untuk perangkatnya, guru menyusun silabi mata pelajaran. Mereka juga harus memiliki Silabus dan RPP.*" Those agenda were conducted as the preparation of the new curriculum implementation in order to be correct in implementing it.

However, the new curriculum needed some times to be understood. Moreover, the implementation of KTSP is not only dealing with the document but also the actions related to the instructional process. Since the implementation of KTSP in MTs NDM Surakarta was started in the academic year 2007/ 2008, the adaptation has been continuing to the times after the start of the implementation to improve the correctness of KTSP implementation.

Some teachers felt that the implementation of new curriculum gave more burdens for them since the policy from the government was

not the same with the previous curriculum implemented before. The very crucial difference could be seen from the difficulty in arranging the syllabus that it was always given by the central government. The principal confessed this condition in interview, "*Tetapi kalau masalah silabiya terasa bedanya. Memang sekarang jadi lebih repot untuk menyusun sesuai dengan sekolahan kita.*"

2) The Problem of Changing Teachers' Point of View

As the teachers are the actors who implement the curriculum in the instructional process, they must understand well of the curriculum used during the instructional process .they conducted. Based on the observation in the field, the fact showed that the different teachers give different perception in implementing KTSP. It is a big problem to change their point of view toward KTSP as the new curriculum implemented.

Some people even assumed that KTSP is the curriculum which is not appropriate to the education in Indonesia. The Headmaster of MTs NDM Surakarta did not agree with this statement. He said ,

Menurut saya adalah salah apabila ada yang mengatakan KTSP itu tidak baik. Kan dari waktu ke waktu KTSP itu juga mengalami perkembangan. Dan itu bagus lho karena sekolah diberi kesempatan untuk mengembangkan sendiri disesuaikan dengan kebutuhan masing-masing sekolah. Adapun ujian nasionalitu kan hanya didasarkan pada standardnya saja. Lha padahal kan sekolah itu punya kesempatan untuk mengembangkan lebih dari pada yang standard itu".

The condition when the teachers did not understand KTSP well, they would give the wrong perception toward KTSP. In this case, the principal had made some efforts to change the teachers' wrong perception by holding the workshop about KTSP more than once.

Since the previous curriculum had the similar characteristics; the decision maker is the government and the educational practitioners in the schools are the receivers of the policy the teachers needed the longer time and deeper thinking to accept that the new curriculum has different characteristics; the educational practitioners are involved in developing the curriculum made by the government. In other words, the previous curriculum used top-down policy while KTSP as the new curriculum combines top-down and bottom-up policies.

The teachers' point of view in implementing KTSP caused their implementation action in the teaching writing skill English teacher in MTs NDM Surakarta considered that arranging syllabus was their rights as the educational practitioners in the school level but they thought that the syllabus made by BNSP was the better one. Therefore, even though they had arranged their English lesson syllabus, they used the syllabus from BNSP as their reference in the instructional process. Teacher K became up with her opinion dealing with this condition,

"Silabi yang kami susun itu sudah untuk semua program keahlian dan tingkatan. Jadi ya sudah lengkap. Kalau sekarang sih malah tidak pakei yang itu. Kami menggunakan silabi yang dari BSNP itu Iho. Kan itu sudah lengkap, jadi kami kan tidak perlu khawatir dengan materi-materi nya yang harus disampaikan."

3. The Effects of Implementing KTSP

Implementing KTSP has the meaning as implementing the new curriculum in the instructional process through the teaching and learning activities. Since KTSP has the different characteristics from the other previous curriculum, it gave some certain effects to the educational process in MTS NDM Surakarta. Some of the effects are the influence of KTSP to the teachers' teaching strategy. For further effects, the teachers' strategies influenced the students' learning intensity.

a. The Effect of KTSP to the Teachers' Strategy

The implementation of KTSP contributes the very large effects in the English educational process. The instructional process always involves the teaching and learning activities in the classroom. Therefore, the teachers play a very strong role during the process. In MTs NDM Surakarta, the teachers had the responsibility in arranging the syllabus for the instructional process. They also must develop the syllabus during the teaching and learning activity by using the appropriate strategies and activities.

This condition forced the teachers to involve further in deciding 'the base of the instructional process. They got the chance to choose any strategies in conducting the teaching and learning process. The teachers became very innovative to improve the strategies in the teaching of English. They might use some strategies to teach in one class. Teacher EJ confessed, " *Nah, kalau ^{commit to user} strategy sich kami campur-campur.*

Dikombinasikan gitu mas. Ya, nggak bisalah misalnya hanya dengan communicative saja. Intinya integrated lah." The other teacher even became very creative in achieving the specific objectives. She spontaneously changed from one activity to other activities when the chosen inactivity did not fit to the students' ability. Teacher shared her experienced,

"Kan persiapannya hanya di kepala. Misalkan saja siswa diminta untuk mempraktekkan menulis, tetapi mereka kesulitan sehingga dengan segera saya harus mengganti dengan kegiatan lain yang juga sesuai dengan materi yang saya sampaikan tetapi tidak membuang waktu."

The teachers' activities in the classroom were also various since the teachers had the rights to decide what they would do in the teaching and learning activities based on the syllabus arranged. Teacher K gave the writing as the opening activity in the meeting to improve the students' writing skill. Even, teacher ES used different activities in her classroom to make her students participate in the teaching and learning writing activity. She said in interview, *"Misalnya dengan mengajak mereka membuat short paragraph, dengan jumbled di kelas. Jadi tidak hanya menerangkan di depan yang dapat membuat bosan anak-anak."* Therefore, the students did not feel bored in joining the English lesson.

b. The Effect of Teachers'. Strategy to the Students' Learning Intensity

The students are actually the participants of the teaching and learning process. They are very influenced by the teachers as the instructors in the process. Therefore, the teachers' teaching strategy, of

course, gives the big influence to the students' learning intensity since the teachers are the persons who get in touch with the students often. Based on the observation in MTs NDM Surakarta, the teachers played a very important role that affected the students to improve their learning intensity. The students could be motivated through the activities in the classroom.

The students did many different activities in the classroom based on the teachers' guidance. Even, the teachers' teaching strategy could motivate them to improve their learning intensity outside the classroom. The students confessed that they were forced to get the chance to improve their learning intensity through the teachers' teaching strategy. Student 2 said, "*kan dengan soal-soal dan tugas-tugas itu kami jadi bisa menambah pemahaman. Misalnya saja, dengan, adanya PR kami jadi membuka-buka catatan dan membaca buku-buku.*" The other student also came up with the same opinion,

"Soalnya guru ES itu sering menjelaskan dengan menggunakan bahasa Inggris, jadi kami harus benar-bener memperhatikan pengucapannya agar paham. Tapi kalau pas menulis, ya kelasnya jadi rame karena temen-temen pada mempraktekkan dialog dan menulis."

The variety of activities in the classroom made the students interested in joining the English lesson. In this case, the teachers' creativity of choosing the appropriate activity is very needed to improve the students' learning intensity. In class VIII, the students were very enthusiastic in joining the English lesson.

They said in interview,

"Menarik dan menyenangkan. Karena guru ES kadang-kadang memberikan games dan LCD serta laptop untuk kami. Selain itu, kan guru ES juga sering menggunakan bahasa Inggris dalam menyampaikan materi. Bahasa Inggris yang digunakan cukup mudah dipahami, jadi kami sangat senang mengikutinya."

The situation of enthusiasm made the students improve their learning intensity happily. They felt that they got the chance to study in the form of discussion, practicing dialogue, understanding the structure, and others.

The students also could feel the effects of their teachers' teaching strategy in the teaching of English. They confessed that they master the English skill competence through their teachers' teaching strategy. The students of class VIII/B said,

"jadi PD untuk mempraktekkan bahasa Inggrisnya, Soalnya waktu di kelas, jika pengucapan kita itu salah guru ES memberitaukan pembetulannya. Jadi kan terus tau pengucapan yang betul. Dan juga menambah kosa kata kami. Kan kami jadi sering membuka kamus untuk mengetahui bahasa inggrisnya, artinya, penulisannya, dan juga cara membacanya."

This comment, was delivered to teacher ES that used the speaking in the beginning of the meeting as the strategy to improve the students' speaking skill. The strategy ran well as the students' learning intensity improved to prepare the activity conducted in the classroom.

The discussion of the time allotment in teaching writing of English is necessary. After knowing the description of the time allotment in teaching writing, the next it can be discussed the strengths or the drawbacks of the time allotment given in teaching writing to students. It is intended to discuss the better time allocation for every activity of teaching writing in the

classroom. Thus, it can be decided what suitable activities and suitable time allocations in teaching writing to students in the classroom.

The English lesson taught by the teacher in Class VIII/B is three meetings a week. In one meeting, there is two hours of lesson for 80 minutes (one hour of lesson is 40 minutes). According to the English teacher, the time allotment of teaching writing is one fourth of one hour of English lesson. It is flexible based on the situation and condition of the class. It means that it is adjusted to the teaching need in this grade. Based on the observation, the time allotment of teaching writing sometimes full of one meeting (80 minutes) and sometimes it is integrated with the teaching of other skills of English, such as listening, speaking, and reading.

From the description of the time allotment of teaching writing, it is clear that there are time allotments for every activity in each meeting when the teacher teaches writing to students. The time allotments for every activity are different for the core activities in teaching writing (delivering theories/writing materials, giving exercises, and evaluating exercises). However, the main point is there are activities which involve the students in writing English text (descriptive genre) in the stage of giving exercises.

According to the observation, to teach writing, the time allotment is needed by the teacher as a process for teaching the students in achieving the objective of teaching writing (writing English text, for example descriptive text).

From the observation (according to some students' documents in writing descriptive text with different themes: fruits and animals), in fact, it does not only need once or twice in teaching simple short descriptive text, but it also needs three times of meetings in teaching writing descriptive text. Even, there were still some mistakes on the students' writings (spelling, grammar, sentence structures). It signs that the students should need much time for writing descriptive text. So, the teacher should give much more time to students in the stage of giving exercises and in the stage of evaluating exercises. Thus, it can be concluded that the time allotment of teaching writing is very important to support the students in learning to write an English text.

If teaching regarded as something those teachers do in order to bring about changes in learners (Richards, 1992:12), it can be regarded that teaching writing is as something that teachers do in order to bring about changes in learners related to writing skill that is learned. Related to the teaching writing done by the teacher in the VIII/B Grade of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta, there are some roles that applied by the teacher. Here are the roles applied by the teacher that can be identified based on the process of teaching writing to VIII/B Grade students of Madrasah Tsanawiyah Nadhlotul Muslimat (NDM) Surakarta in 2010/2011 academic year:

- 1) As provider of accurate language models

This role can be seen when the teacher delivers the materials of
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writing to students. He gives theories (generic structures, language features, and models of texts to be imitated by the students).

2) As audience

The teacher, as an audience for the teaching writing, has responsibilities and concerns to the students' writing. The teacher gives responds to students' writing (ideas, feelings, etc.). It is seemed in the observation, when the teacher checks the students' writing through walking around the classroom to see the development of the students' writing in the stage of practice/exercises.

3) As assistant (as counselor and friend, and as need analyst)

The teacher's role as an assistant seems when the teacher asks the students to write a descriptive text. The teacher, while asking to write a text, also gives them some guidelines to write a descriptive text well based on the purpose of the text. He always reminds the students to write the text based on the generic structure of the text. But, in seeing the students' progress in writing, he only checks some students (writing the text on the whiteboard just for one student). It is not altogether as collecting the students' works together. The teacher should check the students' writing one by one, and conclude what difficulties felt by the students in writing descriptive text.

4) As evaluator

The teacher evaluates through commenting students' performance in writing. It is seemed that the teacher asks some students to read the text already written, to be read in front of the classroom. He

evaluates some students' mistakes from the text read (spelling and English grammar). Except that, he also evaluates one of the students' works to be discussed in front of the classroom when the teacher asks the student to rewrite the text on the whiteboard. In this role, the teacher gives an appraisal to the student who rewrites the text on the whiteboard. The teacher's evaluation helps the students' writing to write more effective in the future.

5) As examiner

As an examiner of students in writing, the teacher has to provide objective assessments toward students' ability of writing. They can be from writing review, portfolio, and formal examination. But in this study it is not found yet the assessment of writing used by the teacher, because there are no activities related to the writing review or portfolio yet from the classroom.

6) As monitor of students' learning and as materials developer

The teacher's role as monitor of the students' learning of writing can be seen as in the roles of as an assistant, as an audience, as an evaluator, as an examiner, and as an organizer or controller of pupil behavior in writing activities. They all are done to check the developments of the students' writing. The teacher's role as a monitor can also be seen when he reminds or reprimands the students to bring LKS book and dictionary, because it is important media to learn English, especially writing skill. The next, after finishing the teaching of writing, the teacher can be a material developer to carry on the teaching writing based on the syllabus of English.

B. Discussion

Based on the research findings above, there are some theories can be inferred. In this case, the researcher grounded the theories in to three; firstly, the implementation of KTSP improves the teachers' teaching writing skill, secondly, teachers' teaching strategy influences the students' learning intensity, thirdly, the implementation of KTSP improves the teachers' teaching writing skill that influence the students' learning intensity. Each of the theories will be discussed in detail in the following discussion.

1. The Improvement of the Teachers' Teaching writing skill in the Implementation of KTSP

Curriculum is, basically, a plan prepared before the instructional process conducted. Sowell (2000; 3) defines the curriculum as what is taught to students, whereas the instruction is how the curriculum is delivered to students. From that definition it is very clear that there is a strong relation between curriculum and instruction. The curriculum is the plan of what is taught to students; it includes the materials, teaching and learning objectives, and also the competencies. The instruction is the technique of delivering the content of the curriculum. Curriculum, then, plays very important role in affecting the instructional process.

In Indonesia, the curriculum has been changed several times by the government policy. There were, at least, more than five curriculum implemented in Indonesia. The curriculums were changed time by time

because the Indonesia government needed the improvement of Indonesia education. The previous curriculum had the similar characteristics. The names of the curriculum were just the year of the issue. They used the top-down policy; the policy that is decided by the top leaders only and the practitioners are only the implementers.

The top-down policy was considered not appropriate anymore to the Indonesia education. Therefore, there was the new curriculum issued in 2006. The curriculum was known as KTSP. This curriculum gave the new point of view to the educational practitioners towards the instructional process. This curriculum combined the top-down and bottom-up policies. In this case, the arrangement and the implementation of curriculum involved the educational practitioners in the schools as the institutional level.

Since the teachers are the key persons in succeeding the curriculum implementation, there must be some components that a teacher as a professional one should have. Those components of the teacher knowledge are practical knowledge, content knowledge, contextual knowledge, pedagogical knowledge, personal knowledge, and reflective knowledge (Richards, 2001: 210). By having those components, teachers are able to teach effectively, to restructure content knowledge, to reflect their own practice, and to enable the students to learn.

For the larger impact in education/the implementation of KTSP causes the improvement of the teachers' teaching strategy. In implementing

.this kind of curriculum, the teachers as ,the' real implementers in the teaching and learning activities had the rights to develop the curriculum as good as possible in achieving the objectives of teaching and learning process. Mulyasa (2007: 226) states that teachers' teaching strategy is the teachers' activity in the process of instruction and forming the competence. It is able to help the students in gaining the goals.

Therefore, in implementing KTSP, the teachers were not limited in using the model of teaching. They were also not limited in using the teaching strategies. In supporting this, Mulyasa (2007: 226) says

Dalam setiap pembelajaran dan pembentukan kompetensi, guru dapat menggunakan variasi metode, dan berbagai variasi media untuk mencapai tujuan pembelajaran. Dalam hal ini guru diharapkan dapat memilih dan menggunakan berbagai metode dan media pembelajaran yang dapat menumbuhkan aktivitas dan kreativitas peserta didik.

Consequently, in the teaching and learning activities, the teachers had the chance to improve their teaching strategies using any kinds of the activities.

In other word, the teachers must be more creative by implementing KTSP since the teachers' teaching strategies improve.

2. The Influences of Teachers' Teaching Strategy to the Students' Learning Intensity

During the process of the teaching and learning, the teachers got in touch, with the students intensively. The teachers played many roles that helped the students to succeed the instructional process. Dealing with the curriculum used by the school as the formal institution in educational process,

teachers are a key factor in successful implementation of curriculum changes (Richards, 2001: 99).

The development of the curriculum used in the process of instruction was influenced by the teachers' involvement. The teachers had the chance to develop the curriculum by arranging the syllabus of the subject matter. The syllabus arrangement must consider the competence standard, competence standard, and graduates competence standard. In this case the teachers are the real implement that use the syllabus as the reference in conducting the teaching and learning activities.

Teachers played many important roles during the teaching and learning process in the classroom. The role of the teachers can be need analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher, and professional (Richards and Lockhart, 1997: 99-100). All these teachers' roles give the very large impacts to the students as the participants of the instructional process. Moreover, the teachers can use many strategies in achieving the teaching and learning objectives.

In this case, it is very clear that the teachers' teaching strategy influences the students' learning intensity. The teaching method used by the teacher in the teaching activities is closely related to the students' learning activity. Brown (200: 59) states that teaching methods, text books, or even grammatical paradigms were cited as the primary factors in successful learning. Even though the teaching method is not the only primary factor but it is the very important thing in the teaching and learning process of language

classroom. The teachers' teaching strategy used in the classroom during the instructional process may make the students improve their learning intensity in different ways. The teacher's strategy in improving the students' English writing skill can improve the students' learning intensity by preparing the correct grammar and checking the vocabularies in the dictionary.

Since the teachers had the competencies as the educational practitioners, they must be able to be competent as teachers. The teachers' competence is clearly explained more in pasal 10 (1) in *Undang-Undang Republik Indonesia* No 14, 2005. It is stated that the teachers' competence consists of pedagogical competence, individual competence, social competence, and professional competence. By having these competences, the teachers must be able to manage the students during -the instructional process, must have the strong personality with the high quality of behavior, wise and be the models of the students, and must be able to master the materials widely and deeply.

3. The Effects of the Implementation of KTSP to the Improvement of the Teachers' Strategy in Teaching writing skill and the Students Learning Intensity

The instructional process involves two kinds of activities; those are teaching and learning. These activities relate one another strongly. Teaching was acted much by the teachers as the instructors while learning was performed by the students as the participants in instructional process. Richards (1995: 4)

states that

"Teaching involves selecting learning activities, preparing students for new learning, presenting learning activities, asking questions, checking students' understanding, providing opportunities for practice of new items, monitoring students' learning, giving feedback on student learning, and reviewing and retouching when necessary"

In MTS NDM Surakarta, the teaching and learning activities ran well using the syllabus as the reference of the instructional activities. However, the syllabus was only the development of the curriculum implemented in that school.

The academic year 2006/2007 MTS NDM Surakarta had implemented KTSP as the curriculum. KTSP gives the chance to the teachers to play their roles as the curriculum developer. Therefore, the teachers must develop the curriculum in form of arranging syllabus. Richards (2001: 2) defines syllabus as a specification of the content of a course of instruction and lists what will be taught and tested. The syllabus arrangement must consider some principles; those are scientific, relevant, systematic, consistent, equal, actual and contextual, flexible:-and complete principles.

The implementation of KTSP must also consider the guidance. There are some considerations dealing with the students as the participants of the instructional process.

In the teaching and learning activities of English, the students are the language learners. Their activities include in the language teaching and learning. There must be understood that the language learning has its own characteristics. Brown (1993: 7) gives the statement in defining the language learning that

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Learning is acquisition or getting, retention of information or skill; retention implies storage systems, memory, cognitive organization, involves active, conscious focus on and acting upon events outside or inside the organism, relatively permanent but subject to forgetting, involves some form of practice, perhaps reinforce practice, and change in behavior.

In this case, the students' activities during the teaching of English; such as performing the dialog, performing speaking, discussing, role playing, writing sentences into paragraph, etc include in the language learning.

The students' learning involvement depended on the teachers' teaching strategy. When the teachers' teaching strategy could give the large chance to the students to involve in the activities, the students tried hard to join the activities by improving their learning intensity inside and outside the classroom.

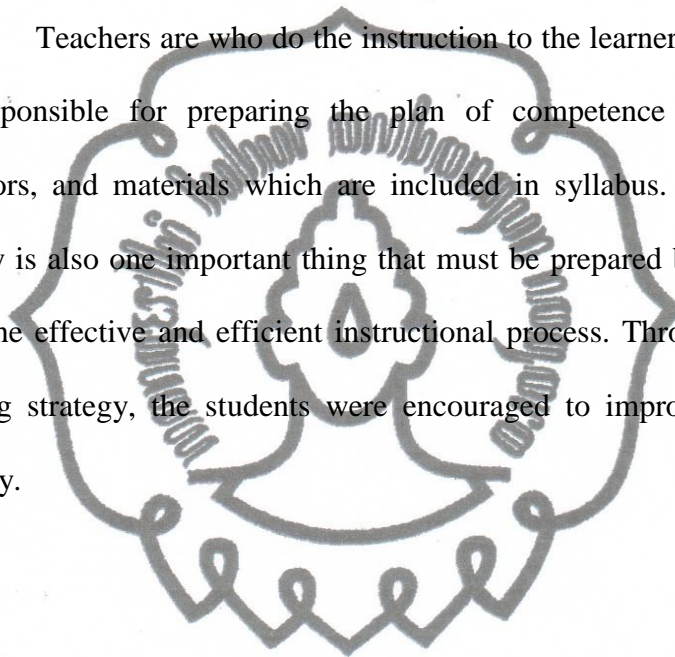
In different words, there is a simple description that the implementation of KTSP that causes the improvement of the teachers teaching strategy makes the students' learning intensity improves. The implementation of KTSP had certain line from National education department to province education department to regency education department to school. Then, the teachers as the conductors in the classroom develop the implementation of KTSP as the curriculum.

The implementation of KTSP depended much on the teachers as the real implementers in the instructional process. Mulyasa (2007: 247) states that

keberhasilan implementasi KTSP sangat ditentukan oleh factor guru, karena bagaimanapun baiknya sarana pendidikan apabila guru tidak melaksanakan tugas dengan baik, maka hasil implementasi kurikulum (pembelajaran) tidak akan memuaskan
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That point of view shows that the teachers played important roles in the success of implementing KTSP. The teachers can succeed the implementation of KTSP and also can fail it. When they do their duties well, the implementation will run well. Contrastively, when they do not do their duties well the implementation will not be successful even though the school facility is very good.

Teachers are who do the instruction to the learners. Therefore, they are responsible for preparing the plan of competence and competence indicators, and materials which are included in syllabus. The instructional strategy is also one important thing that must be prepared by the teachers to have the effective and efficient instructional process. Through the teachers' teaching strategy, the students were encouraged to improve their learning intensity.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the research conducted before, and based on the research findings and discussion, the researcher can infer the brief conclusion that KTSP gives the new form of curriculum in instructional process. KTSP combines two policies; top-down and bottom up. Therefore, the central government is not the decision maker of the curriculum. In this case, the national education department, the province educational department, the regency national department, the school as the educational institution, and even the teachers as the real KTSP implementers have the role in implementing KTSP as the curriculum.

Since KTSP is not only decided by the national education department, the development of curriculum can be suited to the needs and capabilities of the environment and students. Therefore, the teachers have the chance to develop the syllabus as the reference in their teaching and learning activities. The teachers can decide the strategies in the teaching during the instructional process. They also can choose the appropriate activities in the teaching writing skill.

By the teachers' creativity in the teaching of English, the students are encouraged to improve their learning intensity. The teachers' teaching strategy influences the students' involvements in the teaching and learning activities especially in teaching writing skill. When the students feel that they have the

chance to improve their learning intensity, they improve their learning intensity inside and outside the class. Even though, sometimes, they feel that they are pressured to improve their learning intensity. However, their learning intensity is started by the teachers' encouragement that is implied in the teachers' teaching strategy especially in teaching writing skill.

For further action, this research is very important to the educational field in Indonesia, especially in juniors high school (SMP/MTs) since KTSP is the newest curriculum implemented. This research gives the clear description of the implementation of KTSP in the teaching of English in vocational school. It also describes the strengths and the weaknesses of the implementation of KTSP in the teaching of English. As teachers, this research gives some more useful knowledge since it-gives the brief description of the relation between the teachers' teaching strategies in the implementation of KTSP and the students' learning intensity, especially in teaching writing skill.

The clear description of implementation of KTSP in the teaching of English can be the example and the guidance of implementing KTSP during the instructional process in teaching writing skill. The school, the institution, the teachers, and many other educational practitioners really need the clear description of implementing KTSP. By having the clear example, they will be more confident in implementing this new curriculum. Moreover, this description can give them the clear description of right or wrong implementation of KTSP.

The strengths and weaknesses of the implementation of KTSP can be the consideration of the school and its educational practitioners in implementing it.

By knowing the strengths and weaknesses of the implementation of KTSP in the teaching of English, the educational practitioners can see the large different of this curriculum from the previous curriculum

The more useful input of this research is that the English teachers get the clear description of the relation between their teaching strategies and the students' learning intensity. Therefore, they can be more aware of choosing their teaching strategies and teaching and learning activities. The teachers can consider that their teaching activities influence the students' learning intensity.

B. Implication

Based on the conclusion above, it can be assumed that the implementation of KTSP in the teaching writing skill of English give good contributions on the development of the teaching and learning activities. The use of KTSP creates new atmosphere in teaching of English as a foreign language especially in teaching writing skill. The student and the teachers encouraged with different way of teaching activity through different type of text to be mastered in teaching writing skill. Furthermore, the implementation of KTSP develops the quality of the use of English as means in communication both spoken or written from.

As it gives good contribution to the teaching writing skill of English, the use of KTSP should have to be proscribed by the decision makers so that the application going on as it should be.

C. Suggestion

Based on the observation conducted before inferring the conclusion, the researcher got some facts that must be improved in the next future. Therefore, there are some suggestions delivered to the related departments, institutions, and persons.

To the government, it is suggested that the workshops of the implementation could be socialized longer before the implementation since the policy concept used in KTSP is different from the policy concept used in previous curriculum. The government should consider the readiness of the lower departments and schools. Therefore, the understanding of the implementation of KTSP curriculum could be complete and correct.

To the school principals, it is suggested to be more active in giving the socialization of the implementation of KTSP as a new curriculum through the supporting activities; such as workshops, seminars, training, etc. The school as the institution implementing KTSP should give the supervision to the educational practitioners, especially to the teachers as the real implementers in the instructional process in teaching writing skill.

To the teachers as the direct actors in the teaching and learning, it is suggested that they should consider the procedure of the implementation of KTSP. They should also be aware that they have the responsibility in developing the curriculum implemented. Therefore, they have to change their point of view that the teachers are only the receivers of the ready curriculum. Then, they are required to be more active, creative, and innovative in the teaching writing skill.