TEACHING WRITING IN SMA N 7 PADANGSIDIMPUAN

A THESIS

Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan As a Partial Fulfillment of Requerement
For Degree of Islamic Educational Scholar (S.Pd.I)
in English Program

Written by:

HAMIKO FEBRIA
Reg. No. 08 340 0054

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013

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PADANGSIDIMPUAN
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Term : Munaqosyah

        a.n. Lisma Ritonga

I Term : 5 (five) Exemplar

Padangsidimpuan, June, 7th 2013

To:

Leader of STAIN Padangsidimpuan

at-

    Padangsidimpuan

Assalamu'alaikum Wr. Wb.

       After reading, studying and giving advice for necessary revise on thesis belong to Lisma Ritonga, entitle "Teaching Wiritng In SMA N 7 Padangsidimpuan". We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

       Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

       That's all and thanks you for your attention.

Wssalamu'alaikum Wr. Wb.

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This thesis is still so far from being perfect based on the weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

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ABSTRACT

The aims of this research is to know the English teacher, teaching methods the teacher had been taken in teachingEnglish especially in writing, steps the teacher had been through in, the teacher difficulties in teaching English especially in writing, the teacher hurdle in teaching English especially in writing all in SMA N 7 Padangsidimpuan.

The research was done in SMA Negeri 7 padangsidimpuan. The sources of data were the second year's students, English teacher and headmaster in SMA Negeri 7 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instrument of data collection was interview and observation.

After the research, it was known that the teacher has found Teaching method the teacher had been taken as follows: in XI IPA 1 applied role-play method and grammar translation method, XI IPA 2 reward and punishment and grammar translation method, X IPS 1 communicative approach, audio lingual method and grammar translation method and in XI IPS 2 situational method and role-play method. The English teacher in SMA N 7 has done some steps as follows;arrange the new topic that appropriate with syllabus and curriculum demand is not easy. Teacher prepare the lesson component, lesson matter, and herself to perform in front of class, prepare addition student and teaching method needed as little prize, audio recorder and tape recorder. The English teacher difficulties about understanding student characteristic, and time placement of English lesson. All of this difficulties found in each classes. Student's disciplines, curriculum turning become hurdle for English teacher in SMA N 7 Padangsidimpuan.

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Assalmu'alaikum Wr.Wb

Dengan hormat, disampaikan kepada Bapak/ Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetatapkan judul skripsi mahasiswa tersebut bawah ini sebagai berikut:

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Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/ Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

CHAPTER I
INTRODUCTION

A. Background

English is one of the most important subjects that are taught in Senior High School. It caused by English is a primer international language, it used by many people in daily conversation in the world. English is an access to world knowledge, most of the media today as internet use English on their service. The reason above make English is an important subject for students.

In order to improve the quality of English in Indonesia, English taught since primary school, but in this level, the teachers only introduce noun, verb, pronoun, and adjective to the students, but it is the simple one. The teachers just look for and give a word which is around the student's life. When they continuous their study in high school, the teachers will give those English in more specific form, their skill will be divided into four parts, namely, reading, listening, speaking and writing. The fourth parts of English skills are very important because they are the basic skill that should be mastered by the students in order to improve and develop the students' mastery in English.

According to the English Curriculum and syllabus in Senior High School, there are many materials about four skills (reading, listening, speaking and writing) will be taught since first up to third grade. It is taught in purpose to improve the student's ability in using English in daily communication. Beside it,

the purpose of studying English especially in Senior High School is to make students are able to communicate in English both orally or written.

Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Syllabus should be a frame for teacher in learning process because it contain with learning material, syllabus come and arrange by the teacher and it should be collateral with the curriculum what was given by Department of Education. Base on the syllabus of senior high school, the aim of the writing learning process is expressing meaning in the text monologue/essay form of writing narrative, spoof and hortatory exposition accurately, fluently and acceptable in the context of everyday life and access to knowledge.

Writing is one of basic language skills beside listening, speaking and reading. Writing is expanding the idea that would be filled into the written form. Writing also is an activity to express something in written form; it is studied by many students from kindergarten, Elementary School, Junior High School, Senior High School and up to university. That basic communication skill must be mastered to improve the communication skill.

To improve student's ability in English, headmaster, headmaster vice of curriculum and English teacher had better look at English teacher syllabus, and lesson planning. They should give the English teacher more time to hold the English class. It caused by not little students said English is a difficult one to study. To make students ability more better in writing, the teachers as well as the students should think the way to improve it, the way can be such as; to identify

the difficult things that is faced by the students while writing, such as explanation more about what topic sentence is, how to develop topic sentence become a good supporting sentence and giving them a good explanation about grammar and especially about writing.

A good writing is write something based on the right chronologic, has a good topic sentence also the supporting sentences. In writing, there are many problems that will be faced by many students, such as the difficulties in developing main idea, the difficulties in making good supporting sentences. They have difficulties in decide what kind of tense that should be used in their writing.

Base on the aim of writing learning process is expressing meaning in the text monologue and essay form of writing narrative, spoof and hortatory exposition accurately, fluently and acceptable in the context of everyday life and access to knowledge. The students cannot fulfill the aim of writing learning as stated above. In order, to reach the aim of writing learning process had better the teacher and headmaster consider their weakness and the weakness of their students in writing.

The writer sees student's weakness in writing sentence that caused of their inability in mastery about cohesion, grammar or structure, and vocabulary. It is need to improve because it's very important to think. The problem above may face by students and English teacher. Taken from writer experience in SMA N 7 Padangsidimpuan when writer be a member of field experience practice (PPL) at February 2012 from STAIN Padangsidimpuan and base on discussion

with English teacher in SMA N 7 Padangsidimpuan, there are many ways to solve it, such as to improve the quality of teaching writing, for example using correct grammar in written exercises, teaching vocabulary, giving English extracurricular, giving many exercises in sentence practice, teaching parts of speech, from introduce it, explain how to use it.

In addition, if the students are not able to understand about English subject especially how to make a good sentence they will find many difficulties in English, especially in writing ability but they can attack it through giving many exercises about writing. Based on the previous explanation, the writer wants to conduct a research and the title is "Teaching Writing in SMA N 7 Padangsidimpuan (A Study at Second Grade of IPA Class)".

B. Limitation of Problem

As stated in background the problems are about student's weakness in writing, it caused by their inability in mastery cohesion, grammar and structure and vocabulary. These problems may face by students or by English teacher. In this research the writer will not seek those problem sources, but the writer will seek about the teacher only. The writer will take a research just about teaching writing that's about method, hurdle, and steps had been taken by English teachers to improve students writing ability through English lesson in the school.

C. Formulation of Problem

By attend the problem above, so the writer takes the formulation of the problems as below:

1. What teaching methods the teacher had been taken in teaching English especially in writing in SMA N 7 Padangsidimpuan?

2. What steps the teacher had been through in teaching English especially in writing in SMA N 7 Padangsidimpuan?

3. What the teacher difficulties in teaching writing SMA N 7 Padangsidimpuan?

D. The Aim of Research

Base of the formulation of problems as above, the aim of the research as follows:

1. To know what teaching methods the teacher had been taken in teaching English especially in writing in SMA N 7 Padangsidimpuan.

2. To know what steps the teacher had been through in teaching English especially in writing.

3. To know what teacher difficulties in teaching English especially in writing in SMA N 7 Padangsidimpuan.

4. To know what are the teacher hurdle in teaching writing in SMA N 7 Padangsidimpuan.

E. The Significances of the Research

The significances of this research as follows:

1. As an input for the headmaster in guiding English teacher.

2. As an input for the English teacher in teaching learning process especially in learning about writing.

3. As an input for the reader especially the English learners that this research is expected to be able to improve their knowledge in teaching learning about writing.

4. To fulfill a requirement to reach the first strata degree in English section in education department of state collage for Islamic studies Padangsidimpuan.

F. Definition of Key Term

To avoid the vagueness and misunderstanding between the writer and the reader, the terminologies as follows:

1. Teaching

According Oxford Dictionary by Hornby A.S Teaching /ˈtiːtʃɪŋ/ means the occupation, profession, or work of a teacher, or ideas or principles taught by an authority.[1] Depend on John M. Echols and Hassan Shadily in their

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[1]Hornby A.S, *Oxford Learner Pocket Dictionary*, (New York: Oxford University, 2006), p. 442.

dictionary teaching mean teaching assignment.[2] While on Indonesian dictionary teaching is give a lesson.[3]

Based on definition above writer take a conclusion that's teaching is an activity to make some body or more to know or to be able to do something. It's usually do by someone called by teacher or trainer.

So teaching mean here are the English teacher process or English teacher activity in teaching writing in SMA N 7 Padangsidimpuan.

2. Writing

In Oxford Dictionary by Hornby A.S writing /' rʌɪtɪŋ/mean activity of

writing, books article, etc. in general, written works of another, person hand wiring, Or the activity or occupation of composing text for publication[4]

In other definition stated writing is both a physical and mental act.[5] Mary Louise Holly in her book Action Research for Teacher stated writing is powerful process for learning, for describing, synthesizing, interpreting, and communicating experience.[6] So base on definition above the writer can take a conclusion about Writing. Writing can be meaning something written or an activity to express ideas, opinion, or something else in written form.

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[2]John M. Echols and Hassan Shadily, *Kamus Inggris Indonesia*, (Jakarta: Gramedia Pustaka Utama, 2003), p. 581.

[3]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 17.

[4]Hornby A.S, *Op. Cit.*, p. 502.

[5]David Nunan, *Language Teaching Methodology,* (Sydney: Macquarie University, 2000), p. 91.

[6]Mary Louise and Friends, *Action Research for Teacher*, (New Jersey: Colombus Ohio, 2005), p. 235.

So writing mean here is a part of the matter of what the English teacher teach in SMA N 7 Padangsidimpuan.

3. SMA N 7 Padangsidimpuan

SMA N 7 Padangsidimpuan is one of Senior High School in Padangsidimpuan take place on PadangsidimpuanBatunadua sub district exactly on Ujung Gurap village.

CHAPTER II
THEORETICAL DESCRIPTION

A. The nature of writing

In Oxford Dictionary by Hornby A.S writing [rʌItɪŋ] mean activity of writing, books article, etc in general, written works of another, person hand wiring, or the activity or occupation of composing text for publication.[1] Writing is personal act in which writer take ideas or prompts and transforms them in to self-initiated topic.[2]

Writing is the ability of students to express their idea, opinion that would be filling into the written form. One of the factors that influence the ability of students in writing sentence is parts of speech. Mastering parts of speech is very important because without understanding Parts of speech and understanding itself function, the students will fail in writing sentence.

Writing is the ability to write something which containing the main idea with two or three supports which reflects the structures of the composition. Writing is something that has been written and containing main idea also supporting idea.

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[1]Hornby A.S, *Oxford Learner Pocket Dictionary*, (New York: Oxford University, 2006), p. 502.

[2]J. Michael O. Melley and Friends, *Authentic Assesment for English Language Learning*, (USA: Addison-Wisley Publishing Company, 1996), p. 136.

There are some types of writing performance as state below:[3]

First, imitative writing; produce written language the learners must attain the skills in the fundamental, basic task of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly. In this stage form is primary, while context and meaning are secondary concern.

Second, intensive (controlled) writing; beyond the fundamentals of imitative writing are skills in producing appropriative vocabulary within a context, collocations and idiom and correct grammatical features up to the length of a sentence. Meaning and context are some importance of determining correctness and appropriateness, but most assessment task are more concerned with a focus on form and rather strictly controlled by test design.

Third, responsive writing; this stage refers to perform limited discourse level, connected sentences with logically concerned.

The last, extensive writing; implies successful management of all the process. This stage focused on achieving the purposes logically.

B. Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning course, or a course in which writing play a part.

a. Understand student's reason for writing.

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[3]H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (San Fransisco: Longman, 2004), p. 220.

The greatest dissatisfaction with writing instruction comes when the teacher goal do not match with the students goal, or the institution (school) goal.

The teacher should understand for what his/her students write, whether his/her students goal to write appropriate with his/her goal? Beside it, teacher, students and school should be in one goal, when they are different in goal, dissatisfaction is one thing what will comes next.

b. Provide many opportunities for students to write.

Writing most improves with practice, how much time spent to talking about writing.

With provide more times for students to practice their ability in writing will make their writing better than before.

c. Make feedback

Make a feedback on learning process will stimulate the learner to do better. Example, in writing makes sure the students understand about the comment what you have given in their writing sheet. [4]

Today writing skill of students in English can be said low, it caused by the access of internet and other media more easier, so that's make them with easy do copy-paste activity without learn and read what they got in the media. This phenomenon not only happens on senior high school age but also on university

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[4]David Nunan, *Language Teaching Methodology,* (Sydney: Macquarie University, 2000), p. 92-94

students. The problems above make them have a low ability in writing or low skill in writing activity.

Skill is an ability of someone to do something that can be getting from education, train and etc. So writing skill is an ability of someone to express his/her idea, opinion that would be filling into the written form.

Students need to develop an understanding of the valued aspects or traits of good writing and the capacity to incorporate these traits into their writing. Developing a routine for communicating about specific writing qualities is essential to the success of a writing program.

Writing skill can be enrich with enrich vocabulary, correct structure and grammar, and absolutely with do more reading activity. So in the end the students can be a good writer with some traits.

The most commonly taught writing traits are ideas, organization, voice, word choice, sentence fluency, and conventions. These closely resemble the dimensions on which many state-mandated accountability measures base their writing achievement assessment.

C. **Teaching Writing**

According Oxford Dictionary by Hornby A.S Teaching /ˈtiːtʃɪŋ/means the

occupation, profession, or work of a teacher, or ideas or principles taught by an

authority.[5]

Teaching can't be disparate from teacher activity in the class room

because the mean of teaching itself give learning or a lesson.[6] Learning process

related to curriculum and syllabus which it decided by Government and educator

before.

Syllabus is a specification of the content of a course of instruction and lists

what will be taught and tested.[7] Syllabus should be a frame for teacher in learning

process because it contain with learning material, syllabus come and arrange by

the teacher and it should be collateral with the curriculum what was given by

Department of Education.

A syllabus describes the major elements that will be used in planning a

language course and provides the basis for instructional focus and content. The

syllabus could be Situational, topical, functional, and task-based. In choosing a

particular syllabus framework for a course, planners are influence by some

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[5]Hornby A.S, *Op. Cit.*, p. 442.
[6]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 17.
[7]Jack C. Richards, *Curriculum Developement in Language Teaching*, (UK: Cambridge University Press, 2001), p. 2.

factors, they are: knowledge and beliefs about the subject area, research and history, common practice, and trends.[8]

Curriculum and material development very important to be attend and make it relevant with current learning process in the school. It includes the process that used to determine the learners needs, to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the language program that results from these process.

Beside it all there is one problem very important to be attending, that's the teaching method the teacher had been taken in learning process. There are many teaching methods can be applied by teacher in learning process. They are as follows:[9]

1. Grammar Translation Method
2. Direct Method
3. Structural Method
4. Reading Method
5. Audio-lingual Method
6. Situational Method
7. Communicative Approach

Besides curriculum, syllabus, teaching method there is still one important problem to be attending again, which is the teaching context. Teaching context or the situation, condition around the teaching activity done. It is Includes size and staff structure, equipments, support staff, teacher work space, teacher resources, teaching facilities and class size.

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[8]*Ibid.*, p. 152.
[9]*Ibid.*, p. 3.

Teacher skill and qualifications also take impact in learning process, the teacher should be have core component knowledge as follows: (1) practical knowledge, (2) content knowledge, (3) contextual knowledge, (4) pedagogical knowledge, (5) personal knowledge (6) reflective knowledge.[10]

Teaching process can be disparate from current curriculum. Current curriculum that used today in Indonesia is KBK (Kurikulum Berbasis Kompetensi) (*Curriculum Basics on Competency*). This curriculum requires the teacher should make a lesson plane. This requirement printed on government low number 5 at 2005 as follows:[11]

"*Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar...*" (Planning teaching process including syllabus and lesson planning minimally contain with purpose of learning, learning material, teaching method, learning resources).

Curriculum and material development should be appropriate to students needed, in order aim of the learning process can be reach. In other side the approach or the methods that the teachers use take an impact in learning process. There are many languages teaching approach can be used in learning process, they are:[12]

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[10]*Ibid*., p. 210.
[11]PP. No 5. Tahun 2005 Pasal 20.
[12]Jack C. Richards, *Op. Cit*., p. 215-216.

1. The communicative approach: the focus of teaching is authentic communication and fluency is priority.
2. The cooperative learning: students work in cooperative learning situation and are encouraged and are encourage to work together on common tasks and to coordinate their efforts to complete tasks. Rewards systems are group oriented rather than individually oriented.
3. The process approach: in writing classes, students take part in activities that develop their understanding of writing as a process.
4. The whole language approach: language is thought as a whole and not through its separate components.

D. Authentic Assessment of Writing

In examining the nature of writing, the examiner has looked at the writer and the type of knowledge the writer bring to the writing task. Writing prompt defines the task for students writing assignment. The prompt consists of the question or statement students will address in their writing and condition under which they will write.[13]

Two different approaches for assessing writing ability can be adopted. Firstly writing can be divided into discrete levels as grammar, vocabulary, spelling and pronunciation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed. These would have greater construct, content, face and wash back validity but would be require a more subjective assessment.[14]

1. The direct testing of writing

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[13]J. Michael O. Melley and Friends, *Op. Cit.*, p. 139-141

[14]Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall International Ltd, 1990), p. 58.

With a more integrative and direct approach to the testing of writing, tester can incorporate items which test a candidate's ability to perform certain of the functional tasks required in the performance of duties in the target situation.

a. Essay tests

This is a traditional method for getting students to produce a simple of connected writing. The stimulus is normally written and can vary in length from a limited number of words to several sentences. The topical are often general and rely heavily on the candidate providing the content out of his or her head.

b. Editing task

In the editing task the student is given a text containing a number of errors of grammar, spelling and punctuation of the type noted as common by remedial teachers of students in the target group and is asked to rewrite the passage making all the necessary corrections.

c. Controlled writing tasks

There is obviously very strong case for including a test of writing on grounds of the perceived content validity of job sample tasks. Uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to exploit from writing tests where care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with target level performance activities.

There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively non-verbal as a graph, plan or drawing which the student is asked to interpret in writing.

2. Analytical and general impression marking

Analytical marking refers to a method whereby each separate criterion in the mark scheme is awarded a separate mark and the final mark is a composite of these individual estimates. The impression method of marking usually entails two or more markers giving a single mark base on their total impression of the composition as a whole.

a. Multiple Marking

Multiple marking by impression method improved reliability and was much quicker than analytic procedures. The consistency coefficient obtained by a pure mark, re-mark correlations, using the same marking method on both occasions is the one single measure which is quite clearly a true consistency, and one which is closest allied to the normal concept of the test reliability.

b. Holistic scoring

Holistic means any procedure which stops short of enumerating linguistics rhetorical or information futures of a piece writing. In holistic evaluations, markers base their judgments on their impression of the whole composition in frequency-count making, markers total or enumerate

certain elements in the composition such as: cohesive devices, misspelled words, misspelled commas, or sentence errors.

Holistic evaluation is obviously to be preferred where the primary concern is with evaluating the communicative effectiveness of candidate's writing.[15]

Teaching writing in senior high school is not easy, the teacher will be faced to many difficulties. In their daily activity they will teach students with various matters like genre of texts and grammar. The matters in as genre of the texts contain with narrative, report, and expository texts. So to assess the student ability the teacher should have a good competence in her/his profession as an English teacher.

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[15]*Ibid*., p. 60-67.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on analysis of data, this research will use qualitative approach. *Pendekatan kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah.*[1] (Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method).

Based on the method, this research will use descriptive method. *Metodedeskriptifadalahpenelitian yang menggambarkanobjeksesuaiapaadanya.*[2] (Descriptive method is a research want to describe objects). Descriptive research purposes to describe the current situation about the object of research.[3] Descriptive this method will be used to describe teaching writing process in SMA N 7 Padangsidimpuan.

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[1]Lexy J Moleong,*MetodePenelitianKualitatif*, (Bandung: RemajaRosdaKarya, 2009), p. 126.
[2]Sukardi,*MetodePenelitianPendidikan*, *KompetensidanPrakteknya*, (Jakarta: BumiAksara, 2003), p. 157.
[3]Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 26.

Based on the place, this research is field research.[4] This research will be done in SMA N 7 Padangsidimpuan, which takes place on Ujung Gurap village, sub district of Batunadua, Padangsidimpuan.

B. Time and Place of the Research

This research was conducted on SMA Negeri 7 Padangsidimpuan which address in Ujung Gurap Village, Batunadua Sub district Padangsidimpuan city. This research was conducted from December 2012 to June 2013 that located in SMA Negeri 7 Padangsidimpuan.

C. Sources of Data

Sources of data are the subject who has given the data to the researcher.[5]The sources of data for this research consist of:

1. Primary source, namely English teacher in SMA N 7 Padangsidimpuan.

2. Secondary sources of data namely Head Master and the second grade students of IPA and IPS Class at SMA N 7 Padangsidimpuan.

D. Instrument of Collecting Data

The instruments of collecting data in this research are:

a. Observation

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[4]SuharsimiArikunto,*ProsedurPenelitianSuatuPendekatanPraktek*, (Jakarta: RinekaCipta, 2002), p. 8-9.
[5]*Ibid*, p. 107.

Ronny HanitijoSoemitro Said on MetodePenelitian; DalamTeoridanPraktek by JokoSubagyo observation is:[6]

"*Observasiadalahpengamatan yang dilakukansecarasengaja, sistematismengenaifenomena social dengangejala-gejalapsikisuntukkemudiandilakukanpencatatan*" (observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later)

Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior.

Observation happen in which the researcher takes the field notes on the behavior and activities of individuals at the research site.[7] So, this observation will be used to know how the English teacher in teaching writing at second grade of IPA Class in SMA N 7 Padangsidimpuan, which it contains with two classes.

b. Interview

Interview is data collection activity by using dialogue which it doing with systematic and focuses on the aim research.[8]Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[9]

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[6]Joko Subagyo, *Metode Penelitian; Dalam Teori dan Praktek*, (Jakarta: PT. Rineka Cipta, 2004), p. 63.

[7]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches,* (California: Sage Publication, 2003), p. 185.

[8]Sutrisno Hadi, *Metodologi Research,* (Yogyakarta: Andi, 2004), p. 218.

[9]Gay & Peter Airasion.*Education Research Competencies for Analysis and Applicaton*, (USA: Prentice Hall, 2000), p. 219.

In this research, the writer will use structural interview. In structural interview the writer prepares the question an alternative of the answer that will be given to the interviewer.[10] So, in this interview the writer asked to the English Teacher about teaching writing especially about writing paragraph.

A. Checking of Trustworthiness

There were some efforts to reach high reliability of the result qualitative research as follows:

1. The researcher extended the participation in collecting the data in the field. Because in qualitative research, the researcher the prime instrument.

2. Doing observation gradually, so the writer obtained a deep understanding the social phenomenon which was searched. Observation technique can be called as an obligation in qualitative research, because there were some social phenomenon were known difficulties it was dug through interview.

3. Doing triangulation, it was done to check of trustworthiness that used other something to other data to check or compare the data with the interview and the test.

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[10]Amirul Hadi and Haryono, *Metodologi Penelitian Pendidikan*, (Bandung: Pustaka Setia, 1998), p. 136.

B. Analysis of Data

After collecting data, so the writer was analyzed the data by using some steps,[11] they are as below:

1. Classification of data, it is done to classify of primary and secondary data. Classify the data gotten from first and secondary sources.

2. Checking data validity, it is done to seek the incomplete data and put a side data unnecessary.

3. Description of data, it is done to describe or interpret data that have been collected systematically

4. Take conclusion, it is done to conclude the discussion solidly and briefly.

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[11]Lexy J. Moleong.*Op., Cit.*, p. 247.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

The research was conducted in SMA Negeri 7 Padangsidimpuan which address in Ujung Gurap village, Batunadua sub district in Padangsidimpuan. Based on observation, if it was looked the location of this school not so strategic because this school not stood in the centre of society, but to be an educational environment this school is very good. This location is not too busy, and not so close to society life. This school used to a little hard to reach, because the there is no public transportation. So, the other society can not get easy to reach it. Generally, this school has some equipments and facilities as follows:

SMA Negeri 7 Padangsidimpuan has 17 classrooms, the grade IX was 6 rooms, the grade X was 6 rooms, the grade XII was 5 rooms. There are some facilities in this school, such as: 1 headmaster office, 1 headmaster vice office, 1 teacher office, 1 administration office, 3 bathrooms, 1 library, 1 volley ball court, 1 Mosque, 1 chemical laboratory, physic laboratory, 1 biology laboratory, 1 computer laboratory and one parking area. From data above, SMA N 7 Padangsidimpuan has a complete facilities.

In this research, the teacher and students that made as participant were all of the grade XI IPA-2 in SMA Negeri 7 Padangsidimpuan. The sum of them were 38 students, 14 students were boys and 24 students were girls. The sum of the English teacher in SMA Negeri 7 Padangsidimpuan were 5 persons, while this research has conducted to 1 English teacher only. Their lessons were: English, Bahasa Indonesia, Math, Chemist, Physic, Agama Islam/Kritiani, Biology, Pengembangan Diri, Kewarga Ngeraan, Seni Budaya, Teknologi Informasi dan Komunikasi, Pendidikan Jasmani, Pendidikan, Sejarah, and Geography.

2. Specific Finding

a. The Teaching Methods That Teacher Had Been Taken in Teaching English Especially in Writing at SMA N 7 Padangsidimpuan

In teaching-learning process, there are many teaching methods, no matter what subject it is, it needs method in teaching activity. There are many teaching methods can be applied by teacher in learning process. They are as follows:[1]

1. Grammar Translation Method
2. Direct Method
3. Structural Method
4. Reading Method
5. Audio-lingual Method
6. Situational Method
7. Communicative Approach

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[1] Jack C. Richards, *Curriculum Developement in Language Teaching*, (UK: Cambridge University Press, 2001), p. 2.

In this case the researcher will be faced to teaching method that the English teacher had been taken in teaching English especially in writing at SMA N 7 Padangsidimpuan.

Based on interview with Syaukani (Headmaster) there are three persons who placed as English teacher in SMA N 7 Padangsidimpuan. They are Arnisyah Ummiati Harahap S.Pd, Nirwan Lubis S.Pd, and Yulia Sari S.Pd.

In this research the researcher just seek about Arnisyah Ummiati Harahap as an English teacher on second grade, the researcher took this caused by the possible one to be an object of a research just second grade, the reason the first grade do not know much about their teacher, and the third grade they have pass from senior high school.

In other side I when asked to the students, as Maria Simatupang said:

"*Saya kurang mengerti dengan metode mengajar guru bahasa Inggris kami, tapi yang saya punya simpulan mengenai itu, guru bahasa Inggris kami sering membicarakan topik-topik yang hot*" (I am not really understand with the teaching method as my teacher do in my class, but I have a conclusion about it, my teacher often bring us the hot (up-to date) topics). [2]

While, when same question asked to the headmaster, he was answer as below: "*mengenai metode pembelajaran, saya sudah serahkan kepada guru mata pelajaran, saya mendukung dan menyetujui apapun metode yang diambil oleh*

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[2]Interview with Maria Simatupang (a student in XI IPS 2 of SMA N 7 Padangsidimpuan) at Thursday April 11th 2013

guru selama metode tersebut efektif untuk mencapai tujuan pembelajaran (about teaching method, I've gave it to each subject teachers, and I support and agree with any method taken by teacher along the method effective to reach the aim of teaching-learning)"[3]

Still according the Headmaster, he never gave something like advice for English teacher, along the English teacher still able to control and doing teaching-learning activity as usually: "*saya tidak memberikan saran atau semacamnya kepada guru terkait dengan metode yang mereka gunakan, selam amereka masih bisa mengendalikan kelas dan melakukan aktvitas belajar mengajar dan tentunya dalam hal ini kedisiplinan menjadi sesuatu yang penting, seperti penyelesaian materi tepat waktu* (I never gave advice or something else to the teacher about the method they have taken, along they can handle and doing teaching-learning activity in the class, disciplines of course become very important in this case as finishing the matter on time)"[4]

According to Arnisyah Ummiati Harahap she had 4 classes in second grade in SMA N 7 Padangsidimpuan. As English teacher she has some methods to apply in teaching writing. She was used different methods to different class, because every class contain with various character of students, as her says when interviewed:

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[3]Interview with Heasdmaster of SMA N 7 Padangsidimpuan at Thursday, April 11th 2013
[4] Interview with Heasdmaster of SMA N 7 Padangsidimpuan at Thursday, April 11th 2013

"*Saya menggunakan metode yang berbeda, karena setiap kelas yang saya masuki itu memiliki karakter yang berbeda, dan masing-masing karakter membutuhkan metode yang berbeda*" (I have used different method, because every class of mine have different character, and each character need different method).[5]

a. The Teacher Teaching Method in IPA 1 of SMA N 7 Padangsidimpuan

Belong to Arnisyah Ummiati Harahap: "*Saya sedikit selektif dalam memilih metode pembelajaran, karena penting bagi saya materi pembelajaran dapat dikuasai siswa. Metode yang saya gunakan bisa apa saja yang sesuai dengan materi dan tentunya bisa menunjang keaktifan siswa di kelas, namun kalau ditinjau dari segi prakteknya saya lebih sering menggunakan metode role-play dan Grammar Translation method di kelas XI IPA 1.* (I am a little selective in choosing teaching method, so necessary for me how the students catch the subject matter. The method can be whatever that relevant to the subject and of course it can support student's activity in learning process, but in practice point of view, I have used role-play and Grammar Translation Method in XI IPA 1).

Selective in choosing teaching method to be practice in teaching learning is a good way to teach with effectively. With choose the correct teaching method the class will be more active, the students would more interest to study and get success at the evaluation exam.

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[5] Interview with Arnisyah Ummiati Harahap S.Pd at, Thursday April 11th 2013.

English teacher not took the teaching method in random way, they took the teaching method with many considerations as the matter of subject, student's character, and student's needed. In this case Arnisyah says: *Saya memilih dan menggunakan matode pembelajaran tidak asal-asalan, ada beberapa poin yang menjadi pertimabangan bagi saya dalam memilih metode pembelajaran yang akan saya gunakan dalam proses pembelajaran, seperti materi pembelajaran, karakter dominan siswa, dan kebutuhan siswa.* (I decide to choose and use the method not in random way, there are some points to be considered in choose the teaching method that will be taken in teaching learning process as the matter of the subject, student's dominant character, and student needed)[6].

From interview result as above could be said the English teacher in choose the teaching method base on student's dominant character in the class, subject matter, and student needed. Still base on Arnisyah Ummiati Harahap said "*jika suatu kelas akan mempelajari tentang jenis-jenis teks saya akan menggunakan Grammar Translation Method (GTM),seperti pada kelas IPA 1 saya menggunakan GTM dalam membawakan materi narrative, expository, and report text.Saya memilih metode ini berdasarkan materi dan kebutuhan siswa*" (if a class would studied about genre of texts I would like used Grammar Translation Method (GTM), as in class of IPA 1 I have used GTM

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[6] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

in presenting narrative, expository, and report text. I choose this method base on the matter of the subject and students needed[7]

At last, the researcher found a little conclusion that the English teacher used various methods in teaching English especially in writing at second grade of SMA N 7 Padangsidimpuan exactly on XI IPA 1 class.

b. The Teacher Teaching Method in IPA 2 of SMA N 7 Padangsidimpuan

Just like stated on previous page to choose the correct teaching method the teachers have to considered a some points (the matter of subject, dominant student's character). If in XI IPA 1 the English teacher took Role-Play and Grammar Translation Method, so in this class the English teacher applied Reward and Punishment method and Grammar Translation Method.

Arnisyah said: "*saya memilih Role-Play adan GTM di kelas XI IPA 2 bukan tanpa alasan, karena kebanyakan siswa di kelas XI IPA 2 suka tantangan, jadi untuk memberi mereka rangsangan, untuk lebih menguatkan motivasi mereka saya menerapkan reward and punishment. Sementara Grammar Translation Method dipilih karena dalam membawakan materi mengenai jenis-jenis teks siswa butuh terjemahan untuk membuat mereka lebih paham lagi mengenai teks yang diberikan*" (I choose Role-Play and GTM to be applied to XI IPA 2, not without reason, because the dominant students in XI IPA 2 like a challenge, so to give them right stimuli, to motivate them more, I have applied reward and punishment).

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[7] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

The English teacher applied both methods with a logic reason, she have chosen this because the students in dominant at this class like challenge. So to make their motivation more strong then usual the English teacher used reward and punishment, this method will give them something like stimuli to keep their answer right when asked by the teacher, to keep themselves from punishment as their agreement before. While Grammar Translation Method (GTM) chosen because in presenting genre of text the students need a good translation to make them more understand about the text given.

c. The Teacher Teaching Method in IPS 1 of SMA N 7 Padangsidimpuan

In this classes, English teacher used more than one teaching methods, if in previous class the teacher have used two teaching methods in this class the teacher applied three teaching methods it caused by students needed, and the various characteristic of students. English teacher took communicative approach because the students in this class more active in speaking so the teacher decided to applied communicative approach method. Arnisyah Ummiati said: "*siswa di kelas ini cendrung lebih aktif dalam speaking dan mereka lebih komunikatif dari pada kelas lain, jadi saya menggunakan metode communicative approach untuk mengoptimalkan pembelajaran*". (the students in this class more active in speaking and they are more

communicative than other class, so I have decided to applied communicative approach method to made teaching learning more optimal).[8]

Beside communicative approach English teacher in this class have used audio lingual method, according to Arnisyah Ummiaty Harahap communicative approach with audio lingual method is a good couple and can be used in speaking and listening lesson. She said "*saya merasa pembelajaran masih kurang efektif jika saya hanya menggunakan communicative approach saja, jadi untuk menjadikan pembelajaran lebih seimbang antara speaking dan listening saya menggunakan metode audio lingual method sebagai metode pendamping communicative approach.*" (I think teaching learning process not so effective if I just applied communicative approach only, so to make teaching learning more balance between speaking and listening lesson I have used audio lingual method as accompany of communicative approach method).[9]

In teaching writing, communicative approach and audio lingual method is not effective method, so English teacher in this class applied other teaching method, that grammar translation method, this method taken base on subject matter. If the matter about writing or genre of the texts the teacher have used grammar translation method. English teacher of IPS 1 said "*dalam pembelajaran writing communicative approach dan audio lingual method*

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[8] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.
[9] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

kurang efektif, jadi saya menggunakan metode lain, yakni grammar translation method. Dengan metode ini pembelajaran akan lebih efektif dan metode ini saya gunakan berdasarkan kebutuhan materi mata pelajaran" (in teaching writing communicative approach and audio lingual method not really effective, so I have decided to apply other teaching method, that grammar translation method. With this method teaching learning more effective and this method taken base on matter of the subject).[10]

d. The Teacher Teaching Method in IPS 2 of SMA N 7 Padangsidimpuan

In IPS 2 of SMA N 7 Padangsidimpuan the English teacher have used two teaching methods, that's situational and role play method. English teacher decided to applied both teaching method caused by students needed. In this class students more childhood and difficult for me to make them be a good students in my subject. They are noisy, and less of respect, so I have chose role play and situational method.

Situational method more effective than other method in XI IPS 2 of SMA N 7 Padangsidimpuan. Bad students more interested if the lesson conducted to up-to-date topic, so caused by student's dominant characters need different method with previous classes. Arnisyah Ummiati said "*siswa di ruangan ini (IPS 2) agak nakal dan kurang menghormati guru, tidak terkecuali saya sendiri. Kelas ini beda dengan kelas-kelas yang saya masuki sebelumnya, mereka sedikit kekanak-kanakan, jadi ada beberapa metode yang*

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[10] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

saya terapkan sebelumnya di kelas ini, seperti grammar translation method and audio lingual method tapi kelihatannya metode itu kurang efektif buat mereka. Terakhirnya saya mencoba menggunakan role-play dan situational method, ternyata kedua metode tersebut lebih efektif dari pada dua metode sebelumnya" (the students in this class (IPS 2) refers bad students, less of respect to the teacher include myself. This class different with other class that I have entered before, they are a little childish, so there are some methods I have applied in this class, as grammar translation method, and audio lingual method but both of this teaching methods looks not so effective for them. At finally I tried to use role-play and situational method, as the result this both teaching method more effective than previous teaching method).[11]

Base on discussion above (first to last point) it can be explained in simple way by using a table as below:

TABLE 1

Teaching Method had been taken by English Teacher at Second Graduate (XI IPA 1, XI IPA 2, XI IPS 1 and XI IPS 2) in SMA N 7 Padangsidimpuan

No	Class	Teaching Method
1.	IPA 1	Role-Play Method and Grammar Translation Method
2.	IPA 2	Reward and Punishment and Grammar Translation

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[11] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

		Method
3.	IPS 1	Communicative Approach, Audio Lingual Method and Grammar Translation Method
4.	IPS 2	Situational Method and Role-Play Method

b. The Steps That Teacher Had Been Through in Teaching Writing in SMA N 7 Padangsidimpuan

There are some steps taken by English teacher in SMA N 7 Padangsidimpuan, in this research the researcher divide it base on class room as above:

a. The Steps that Teacher had been Through in Teaching Writing in XI IPA 1 of SMA N 7 Padangsidimpuan

In teaching learning process need a good preparation to create an effective and conducive class. That preparation can be a lesson planning, lesson topic, mapping, make a syllabus or semester program and other. In SMA N 7 Padangsidimpuan it really does by the teacher so they can make a fun and effective learning process. With a good preparation the learning process will through with comfortable and the time allocation will use effectively because all activity in the class has been planned before. To create a good teaching-learning situation the teacher need to prepare some steps that she/he suppose can support the learning process better than before.

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Belong to Arnisyah Ummiati Harahap: "*sebagai seorang guru saya harus menyiapkan materi menarik yang memungkinkan dapat menarik minat siswa untuk terus belajar dan memahami materi yang saya bawakan, untuk itu saya sering menyiapkan dan mengambil materi dari topik-topik yang sedang hangat dibicarakan publik. Mengenai sumbernya, saya sering mengutip dari internet, televisi dan koran* (as a teacher I have to prepare the interesting matter that possible to make my student interest about the lesson, so that I often take it from up to date topics. About lesson source, I often quote from internet, television and newspaper)".[12]

[12]Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 19th 2013.

Now days, preparation of teaching-learning activity not easy as easy to say these words, the teacher must arrange a lesson planning (course design), marking system, syllabus, lesson mapping and other lesson component. Headmaster of SMA N 7 Padangsidimpuan says: "*persiapan pembelajaran sekarang ini tidak mudah, terkadang rumit kalau tidak dipahami, apa lagi bagi guru-guru yang hamper pensiun, mereka tidak akan mengerti dengan yang dinamakan RPP, Pemetaan, dan sebagainya, nah sebagai solusinya, guru-guru muda seperti guru bahasa Inggris bisa dengan sigap menyiapkan perangkat pembelajaran sebagai contoh bagi guru yang belum bisa membuat perangkat pembelajaran tersebut*" (preparation of teaching-learning today not easy, sometime it being complex if cannot understandable, further more for old teachers, they will not understand which one called by lesson planning, mapping, and other lesson component, so as the solution, the young teacher as English teacher able to arrange a lesson component as example for other teacher who do not understand how to arrange the lesson component).[13]

In other side, the English teachers not only prepare the learning needed, but also prepared themselves to bring the students the matter as good as possible. Arnisyah said "*tidak hanya menyiapkan komponen pembelajaran, saya juga mempersiapkan diri sendiri untuk tampil di*

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[13] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

depan siswa. Ada beberapa hal yang sering menjadi perhatian saya sebelum melakukan aktivitas belajar mengajar, yakni salah satunya kerapian. Jika guru itu kurang rapi dalam menjalankan tugasnya, siswa akan tidak fokus pada pembelajaran dan akan membicarakan ketidakrapian gurunya." (prepare the lesson component but also prepared myself to perform in front of the class. There are view points that to be attending before doing teaching learning in the class, one of these points it's about the cloths I have wearied. If a teacher not so good wearing in doing their job, the student will not focus to the matter and they will talk about their teacher clothes).[14]

From interview result as above the writer get a simple word to conclude about the teacher steps in XI IPA 1 that is: teacher prepare the lesson component, lesson matter, and her to perform in front of class.

b. The Steps that Teacher had been Through in Teaching Writing in XI IPA 2 of SMA N 7 Padangsidimpuan

In XI IPA 2 the English teacher have more steps then XI IPA 1, if in previous class the teacher step are prepare the lesson component, lesson matter, and herself to perform in front of class**,** in this class the teacher prepare the steps as in previous class but she added a step to support her teaching method that prepare something to be prize for her students.

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[14]Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

Arnisyah Ummiati harahap said "*saya menyiapkan langkah-langkah seperti poin pertama namun di kelas ini saya menambahkan satu cara yang sering saya lakukan, yakni menyiapkan sesuatu yang akan jadi hadiah buat siswa saya*" (I have prepared the steps just like first point but in this class I have a way that often I do in this class that prepare something to be a prize for my students)[15]

c. The Steps that Teacher had been Through in Teaching Writing in XI IPS 1 of SMA N 7 Padangsidimpuan

In general, the steps that the teacher needs in doing their job in the class just like first point in this sub title, but in each class needed some special steps that should teacher taken to make the teaching learning process more effective.

In this class the English teacher prepare an audio recorder, tape recorder to support her teaching method, Arnisyah Ummiati said *"dikelas ini saya harus punya persiapan lebih yakni, audio recorder, tape recorder dan teanga ekstra, kerena, di kelas ini saya butuh banyak energi, semua ini saya siapkan untuk medukung metode pembelajaran yang saya gunaka dan demi menciptakan kelas yang efektif"* (in this class I need more preparation, that's audio recorder or tape recorder and more power. I have

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[15] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

prepare this all to support the teaching method that I have been taken and to create an effective learning process).[16]

d. The Steps that Teacher had been Through in Teaching Writing in XI IPS 2 of SMA N 7 Padangsidimpuan

   The English teacher prepared some steps to handle the class. She have a difficult job in this class because she faced to something different with other class. Based on her teaching method the English teacher prepare The subject and the learning topic make up to date so the student not confuse about it, they catch the matter in short time, the matter what the English teacher as Hambalang Case, Korean War and Iran nuclear issues. The matter modified as good as possible and make it relevant with the syllabus and the aim of learning.[17]

   Still belong to Arnisyah Ummiati, she said "*menyusun komponen pembelajaran merupakan langkah penting bagi persiapan pembelajaran, karena dalam komponen pembelajran tersebut tercantum acuan dan rencana kegiatan yang akan dilakukan dalam jangka waktu tertentu, namun tidak semua guru bisa dengan tepat menyusun perangkat pembelajaran seperti tuntutan kurikulum*" (arrange lesson component is an important step for teaching-learning process, because in lesson component written the rule and activities planning in a range of

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[16] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 25th 2013.
[17] Observation result on Thursday, April 18th 2013.

time/period, but not all the teacher able to arrange a good lesson component as requiring by curriculum).[18]

To get maximal result, in teaching learning everything must be prepare, Arnisyah Ummiati Harahap say she have taken some steps in teaching learning as below: "*untuk mencapai hasil maksimal seperti yang saya harapkan, saya menyiapkan beberapa langkah seperti: menyusun komponen pembelajaran (RPP, Syllabus, Program Semester, Program tahunan, pemetaan dan system evaluasi). Di samping itu saya menyusun beberpa strategi untuk dipraktekkan dalam proses pembelajaran, seperti menyiapkan bahan-bahan ajar yang menarik untuk dibahas, media pembelajaran yang relevan dengan materi yang saya bawakan* (to reach maximal result as I wish, I prepare some steps as: arrange the lesson component (lesson planning, syllabus, semester program, year program, mapping and evaluation system). Beside it I have arrange some strategies to practice in learning process as prepare lesson sources that interest to discuss, teaching media that relevant with the lesson)"[19]

Arrange the new topic that appropriate with syllabus and curriculum demand is not easy, but Arnisyah Ummiaty have been proof it, she can do it. Teacher prepare the lesson component, lesson matter, and

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[18] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.
[19] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

herself to perform in front of class, prepare addition student and teaching method needed as little prize, audio recorder and tape recorder.

c. The Teacher Difficulties in Teaching Writing SMA N 7 Padangsidimpuan

In teaching learning process the teacher may face to some difficulties that may cause by student or her/himself. That difficulties can be like readiness, less self-confidence, uncover the matter or other less of disciplines. To avoid possibilities of some difficulties as state above that my find on teaching-learning process, the English teacher has make some steps, as Arnisyah Ummiati Harahap say: "*untuk menghindari kesulitan-kesulitan seperti, ketidaksiapan, ketidakdisiplinan, kurang menguasai materi, kurang percaya diri, saya membuat semacam motivasi untuk diri saya sendiri untuk mengatasi masalah tersebut dan Alhamdulillah semua kesulitan yang sifatnya datang dari diri saya sendiri bisa diatasi*" (to avoid some difficulties like, readiness, less of disciplines, uncover the matter, less of confidence, I try to make something like self-motivation, and *Alhamdulillah* all difficulties that come from my self can be solved). [20]

Beside it there are some problems that disturb teaching-learning process as word pronunciation, and body language. Sometimes the accent of the teacher not same with the students, so in this case to solve this problem

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[20]Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 18th 2013.

the teacher need more time to make her pronounciation same with her/his learners. This problem caused by the nature and student's background.

In other side, appropriation the lesson matter too become a difficulties for teacher, Arnisyah Ummiati Harahap said, "*penyesuaian materi pembelajaran menjadi sebuah kesulitan bagi saya, ini disebabkan latar belakang dan bahasa sehari-hari yang digunakan siswa*" (*arrange the matter be a difficulties for me, it caused by students mother tongue*). Logically what Arnisyah said is true, in other country as Canada and Australia spoke English in their ways, they adopt it and mix the English with their accent.[21]

Other difficulties has felt by English teacher she said "*kalau jam bahasa Inggris itu ditempatkan pada jam terakhir anak-anak suka ngantuk dan tidak memperhatikan pelajaran yang diberikan, tidak jarang mereka mengeluh, kenapa bahasa Inggris ditempatkan pada jam terakhir*" (If English lesson placed on the end of class the students often complain and asked; why English placed in end of class)

Some students said English not good placed on end of class, because according to the English is one most difficult lesson. When difficult lesson placed on end of class student become sleepy, bored, and very-very lazy to follow the lesson. In simple way placed English lesson on end of class is not good idea.

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[21] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 11th 2013.

Teaching English especially writing need a good placement time in order the student easier to catch the massages of the lesson. In other side out of bad schedule preparation for teaching English especially writing need a good planning and preparations. Preparation as state before could be a good matter (matter that is can made the students more active or being interest to follow the lesson seriously). To handle this difficulties the English teacher in SMA N 7 Padangsidimpuan sometime holding teacher subject meeting. In this program they have discussed the plan, the matter, and how to solve many problem or difficulties they have found in teaching-learning process in the class.

Next teacher difficulties in teaching English in SMA N 7 Padangsidimpuan it is about understanding students characteristic. In this case the teacher have trouble in understanding her students so she need more time to decided which teaching method will be taken. In each class have various students character, to approach one character need a method, if in the class contain with 7 different characters, so the teacher will use 7 teaching method. It too hard for the teacher, so to handle this difficulties the teacher create some mixing method in order all of student catch with easier the messages of the matter.

Arnisyah Ummiati said, "*saya sering mengalami kesulitan dalam memilih dan menggunakan metode pembelajaran, karena, dalam memilih dan menggunakan metode pembelajaran latar belakang dan karakteristik*

siswa adalah sesuatu yang penting untuk dipertimbangkan. Nah, kalau menggunakan metode berdasarkan kebutuhan dan latar belakang serta karakter siswa, di SMA N 7 akan sangat sulit, karena masing-masing kelas memiliki ragam dan variasi karakter, masing-masing karakter membutuhkan metode yang berbeda. Melihat hal ini, saya sadar dan menggunakan suatu pendekatan campuran, saya mencampur beberpa metode seperti role play, reaward and punishment dan Grammar translation method . Karena pada umumnya siswa terlihat lebih aktif dan tertarik saat kedua metode ini digunakan (I often have difficulties in choose and apply a teaching method, As I know, in choose and apply the teaching method student's background and students characteristic is an important thing to be considered. So, using the teaching method based on students needed in SMA N 7 Padangsidimpuan will be too hard for teacher, each character need different method. Know this situation, I realized and start to use some mixing approach, I mixed some method like role-play, reward and punishment and grammar translation method. Because in generally the students looks more active and interest when this both method applied)*".[22]*

Generally in every community, team, group there is a "trouble maker". This statement can be in simple way could be said this reason made the English teacher in SMA N 7 applied role play and reward and punishment method.

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[22] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 11th 2013.

In this sup point the writer conclude the teacher difficulties about understanding student characteristic, and time placement of English lesson. All of this difficulties found in each classes (XI IPA 1, XI IPA 2, XI IPS 1 and XI IPS 2)

The hurdle in an activity is normal condition. This statement applies in general, so a hurdle on doing something is not bad thing, the case are how do the hurdles handled. We are not really enjoyed and appreciate something if it gets without a struggle. In this section the researcher will discuss and explain the hurdle teaching writing in SMA N 7 Padangsidimpuan that's through by teacher in their daily activity in this school.

e. The Steps that Teacher had been Through in Teaching Writing in XI IPA 1 of SMA N 7 Padangsidimpuan

The first hurdle according to Arnisyah Ummiati Harahap:

"*Hambatan yang paling sering saya rasakan adalah mengenai kedisiplinan siswa, mereka sering telat, apalagi kalau jam bahasa Inggris setelah jam olah raga. Alasannya macam-macam, ada yang ganti baju, beli minuman dan lain-lain sebagainya. Mereka kelihatannya tidak begitu memperhatikan jam dan jadwal mata pelajaran. Hal ini sangat mengganggu bagi saya. Karena dengan terlambatnya anak-anak materi dan target yang sudah direncanakan sebelumnya tidak bisa dicapai sesuai dengan harapan*, (the hurdle most often I've felt is about students discipline, they are often late, especially if English hour after hour of sport lesson. The reason so forth, there is a spare shirt, buys drinks and

others. They did not seem notice hours and schedule of the subject. It is very disturbing to me, Because of their late, the material and target what I have planned previously cannot be achieved in accordance with expectations)".[23]

The second the syllabus of lesson sometimes become a hurdles for the teacher. The teachers have a little trouble in arrange the syllabus. This hurdle overcomes by the curriculum demands. To fulfill the demands of curriculum the teacher should arrange an appropriate syllabus. To make this relevant with curriculum the teacher should have a hard work. Arnisyah Ummiati said:

"Pergantian kurikulum menjadi hambatan yang sangat berarti bagi kami. Tiap kurikulum baru mempunyai tuntutan sendiri terhadap guru, untuk memenuhi tuntutan itu kami harus kerja ekstra demi tercapainya tujuan pembelajaran. Seperti kurikulum KBK yang mewajibkan guru mempersiapkan rencana pembelajaran, pada hal dalam prakteknya sama saja dengan kurkulum sebelumnya. (The curriculum changes very significant hurdles for us. Every new curriculum has its own demand against the teacher, to meet the demand we have extra work in order to reach the purpose of learning. As CBC curriculum that requires teachers prepare learning plans, in case the practice not so far from previous curriculum)".[24]

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[23] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 25th 2013.
[24] Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 25th 2013.

This case not only felt by teachers but also by the students, they are confused because the changes of rule in learning and methods often change, eventually the aim of learning not achieved as expected. Arnisyah Ummiati said:

"*Perubahan kurikulum yang hampir tiap tahun, tidak hanya menyulitkan kami dalam belajar mengajar, tapi juga membuat siswa bingung dengan bergantinya aturan main dalam pembelajaran, seperti misalnya KBK yang mewajibkan guru membuat rencana pembelajaran, tidak jarang guru merasa kaku dalam menyampaikan materi di kelas jika ia mengikuti rencana pembelajaran yang ia siapkan, karena guru terlalu kaku dan monoton siswa jadi kurang menanggapi materi yang disampaikan. Ini baru sebagian, belum lagi masalah evaluasi, rasanya kurikulum KBK yang diterapkan tahun 2012 belum bisa dievaluasi dengan secara teliti, sudah muncul pula kurikulum 2013*.* (Curriculum changes almost every year, this phenomena not only become an hurdle for us in teaching-learning, but also this case make students confused by the turn of the learning rules, such as CBC, which it requires teachers to make lesson plans, not infrequently teachers feel stiff in presenting the material in class if he/she follows lesson plans which he had prepared before, because the teacher is too rigid and monotonous students respond so less to material presented. This jus a piece, not to mention the problem of evaluation, CBC curriculum which it

applied on 2012 cannot be evaluated carefully yet, now days appears curriculum 2013)"[25]

What Arnisyah says as above justified by Abdurrahman "*Kami heran dengan gaya guru kami mengajar, mereka tidak seperti saat kami baru masuk dulu, kadang mereka tampak tegang, dan diam sejenak seolah-olah mencoba mengingat sesuatu. Melihat hal ini saya jadi berpikiran "apa ibuk itu lupa mau bilang apa?" saya pikir tidak hanya saya yang merasakan hal ini, tapi teman-teman juga merasakannya.* (We were felt strange by our teachers teaching style, they do not like when we just entered to this school, sometimes they seemed tense, and paused for a moment as if trying to remember something. Seeing this I so minded "did she/he forget what he/she want to say? I think not only me who feels this way, but other friends also felt it)"[26]

Curriculum changes really take impact on educational quality, the system as created in curriculum not working as expected by the rule maker. See this system not work, the rule maker (government) try to make something new, realize or not they have made confuse all educational world. New curriculum not help to much, because educational do not need new curriculum, but need professional teacher, in order educational quality can be increased, professional teacher refer to a man or woman who has competent in teaching learning process.

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[25] Interview with Arnisyah Ummiati Harahap S.Pd at Interview with Arnisyah Ummiati Harahap S.Pd at Thursday, April 25th 2013.

[26] Interview with Abdurrahman a student of SMA N 7 Padangsidimpuan at Thursday, April 25th 2013.

All the case as state at paragraphs before are already through by all teacher include English teacher, they really felt the impact of curriculum changes. English teacher do her/his job in class with under the curriculum framework. Teach and evaluate the matter as demand of curriculum. Teaching English especially writing is not easy to do, it needs some preparation before take it. In prepare the matter the teacher should have hard work, how to make her/his lesson become an interest lesson. Other hurdles felt by teacher it's about the disciplines of the students, when the students came late, it's very disturb the teacher and break the concentration of other students who was studying in the class.

B. Discussion

After analyzed the interview and observation result there was some problems found and need to fix, that's about student's disciplines, English hour timing, and curriculum turning. Students disciplines can be handled by create new rule or make something like punishment for indiscipline students. About English hour timing, the English teacher and the entire teacher especially headmaster can fix and placed the English hour on the right time.

Curriculum changes; the law maker should attend to this one to increase the education level in our lovely country, don't make the teacher confused to follow the rule of new curriculum.

C. The Threat of the Research

In this research, the writer believed that there were many threats of the writer. It started from the titled until the techniques of analyzing data, so the writer knew that it was so far from excellence thesis.

On doing the interview, there were the threats of time, because the subject of this research had many activities. So, the writer has difficulties to find the real condition of teaching writing in SMA N 7 Padangsidimpuan. Beside it, the researcher found a different framework with actual work. This case about teaching method that had been taken by English teacher.

The writer was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the writer. The writer has searched this research only. Finally this has been done because the helping from the entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After getting the result of the research the writer came to the conclusions as follows:

1. Teaching method the teacher had been taken as follows:

   In XI IPA 1 applied role-play method and grammar translation method, XI IPA 2 reward and punishment and grammar translation method, X IPS 1 communicative approach, audio lingual method and grammar translation method and in XI IPS 2 situational method and role-play method.

2. The English teacher in SMA N 7 have done some steps as follows Arrange the new topic that appropriate with syllabus and curriculum demand is not easy, but English teacher in SMA N 7 Padangsidimpuan had been proof it, she can do it. Teacher prepare the lesson component, lesson matter, and herself to perform in front of class, prepare addition student and teaching method needed as little prize, audio recorder and tape recorder.

3. The English teacher difficulties about understanding student characteristic, and time placement of English lesson. All of this difficulties found in each classes. Curriculum turning and student's disciplines become efforts for English Teacher in SMA N 7 Padangsidimpuan.

4. The teacher efforts in SMA N 7 Padangsidimpuan especially in teaching writing as students about fulfill curriculum changes, and the disciplines of the students.

B. Suggestions

Based on the conclusion and the implication of the research that have mentioned previously, the writer would like to give some suggestions to people who gets benefits from this research.

1. To the students of SMA N 7 Padangsidimpuan should come early and increase your disciplines.

2. To the teacher, especially English teacher of SMA N 7 Padangsidimpuan are hoped to develop teaching method and never give-up to give the best.

3. To the headmaster of SMA N 7 Padangsidimpuan should attend the timing of lesson which it difficult for students as English, Math, physic, and Chemist.

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TABLE OF CONTENT

APPENDIX LIST

Appendix 1: **List of Interview**

TEACHING WRITING IN SMA N 7 PADANGSIDIMPUAN

By: Hamiko Febria, S.Pd.I[1]

ABSTRACT

The aims of this research is to know the English teacher, teaching methods the teacher had been taken in teachingEnglish especially in writing, steps the teacher had been through in, the teacher difficulties in teaching English especially in writing, the teacher hurdle in teaching English especially in writing all in SMA N 7 Padangsidimpuan.

The research was done in SMA Negeri 7 padangsidimpuan. The sources of data were the second year's students, English teacher and headmaster in SMA Negeri 7 Padangsidimpuan. The kind of this research was qualitative research by using descriptive method. The instrument of data collection was interview and observation.

After the research, it was known that the teacher has found Teaching method the teacher had been taken as follows: in XI IPA 1 applied role-play method and grammar translation method, XI IPA 2 reward and punishment and grammar translation method, X IPS 1 communicative approach, audio lingual method and grammar translation method and in XI IPS 2 situational method and role-play method. The English teacher in SMA N 7 has done some steps as follows;arrange the new topic that appropriate with syllabus and curriculum demand is not easy. Teacher prepare the lesson component, lesson matter, and herself to perform in front of class, prepare addition student and teaching method needed as little prize, audio recorder and tape recorder. The English teacher difficulties about understanding student characteristic, and time placement of English lesson. All of this difficulties found in each classes. Student's disciplines, curriculum turning become hurdle for English teacher in SMA N 7 Padangsidimpuan.

Keywords: Teaching, Writing

I. Introduction

English is one of the most important subjects that are taught in Senior High School. It caused by English is a primer international language, it used by many people in daily conversation in the world. English is an access to world knowledge, most of the media today as internet use English on their service. The reason above make English is an important subject for students.

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[1] An Alumni of English Department in State college for Islamic Studies

In order to improve the quality of English in Indonesia, English taught since primary school, but in this level, the teachers only introduce noun, verb, pronoun, and adjective to the students, but it is the simple one. The teachers just look for and give a word which is around the student's life. When they continuous their study in high school, the teachers will give those English in more specific form, their skill will be divided into four parts, namely, reading, listening, speaking and writing. The fourth parts of English skills are very important because they are the basic skill that should be mastered by the students in order to improve and develop the students' mastery in English.

According to the English Curriculum and syllabus in Senior High School, there are many materials about four skills (reading, listening, speaking and writing) will be taught since first up to third grade. It is taught in purpose to improve the student's ability in using English in daily communication. Beside it, the purpose of studying English especially in Senior High School is to make students are able to communicate in English both orally or written.

Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. Syllabus should be a frame for teacher in learning process because it contain with learning material, syllabus come and arrange by the teacher and it should be collateral with the curriculum what was given by Department of Education. Base on the syllabus of senior high school, the aim of the writing learning process is expressing meaning in the text monologue/essay form of writing narrative, spoof and hortatory exposition accurately, fluently and acceptable in the context of everyday life and access to knowledge.

Writing is one of basic language skills beside listening, speaking and reading. Writing is expanding the idea that would be filled into the written form. Writing also is an activity to express something in written form; it is studied by many students from kindergarten, Elementary School, Junior High School, Senior High School and up to university. That basic communication skill must be mastered to improve the communication skill.

To improve student's ability in English, headmaster, headmaster vice of curriculum and English teacher had better look at English teacher syllabus, and lesson planning. They should give the English teacher more time to hold the English class. It caused by not little students said English is a difficult one to study. To make students ability more better in writing, the teachers as well as the students should think the way to improve it, the way can be such as; to identify the difficult things that is faced by the students while writing, such as explanation more about what topic sentence is, how to develop topic sentence become a good supporting sentence and giving them a good explanation about grammar and especially about writing.

A good writing is write something based on the right chronologic, has a good topic sentence also the supporting sentences. In writing, there are many problems that will be faced by many students, such as the difficulties in developing main idea, the difficulties in making good supporting sentences. They have difficulties in decide what kind of tense that should be used in their writing.

Base on the aim of writing learning process is expressing meaning in the text monologue and essay form of writing narrative, spoof and hortatory exposition accurately, fluently and acceptable in the context of everyday life and access to knowledge. The students cannot fulfill the aim of writing learning as stated above. In order, to reach the aim of writing learning process had better the teacher and headmaster consider their weakness and the weakness of their students in writing.

The writer sees student's weakness in writing sentence that caused of their inability in mastery about cohesion, grammar or structure, and vocabulary. It is need to improve because it's very important to think. The problem above may face by students and English teacher. Taken from writer experience in SMA N 7 Padangsidimpuan when writer be a member of field experience practice (PPL) at February 2012 from STAIN Padangsidimpuan and base on discussion with English teacher in SMA N 7 Padangsidimpuan, there are many ways to

solve it, such as to improve the quality of teaching writing, for example using correct grammar in written exercises, teaching vocabulary, giving English extracurricular, giving many exercises in sentence practice, teaching parts of speech, from introduce it, explain how to use it.

In addition, if the students are not able to understand about English subject especially how to make a good sentence they will find many difficulties in English, especially in writing ability but they can attack it through giving many exercises about writing. Based on the previous explanation, the writer wants to conduct a research and the title is "Teaching Writing in SMA N 7 Padangsidimpuan (A Study at Second Grade of IPA Class)".

II.   METHODOLOGY

Based on analysis of data, this research will use qualitative approach. *Pendekatan kualitatif adalah penelitian yang bermaksud untuk memahami fenomena tentang apa yang dialami oleh subjek penelitian dengan memanfaatkan metode ilmiah.*[2] (Qualitative research is the research that's means to understand the phenomenon about what is the subject research undergone by using natural method). Based on the method, this research will use descriptive method. *Metodedeskriptifadalahpenelitian yang menggambarkanobjeksesuaiapaadanya.*[3] (Descriptive method is a research want to describe objects). Descriptive research purposes to describe the current situation about the object of research.[4] Descriptive this method will be used to describe teaching writing process in SMA N 7 Padangsidimpuan.

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[2]Lexy J Moleong, *Metode Penelitian Kualitatif*, (Bandung: RemajaRosda Karya, 2009), p. 126.

[3]Sukardi, *Metode Penelitian Pendidikan*, *Kompetensi dan Prakteknya*, (Jakarta: Bumi Aksara, 2003), p. 157.

[4]Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 26.

Based on the place, this research is field research.[5] This research will be done in SMA N 7 Padangsidimpuan, which takes place on Ujung Gurap village, sub district of Batunadua, Padangsidimpuan.

This research was conducted on SMA Negeri 7 Padangsidimpuan which address in Ujung Gurap Village, Batunadua Sub district Padangsidimpuan city. This research was conducted from December 2012 to June 2013 that located in SMA Negeri 7 Padangsidimpuan.

Sources of data are the subject who has given the data to the researcher.[6] The sources of data for this research consist of:

1. Primary source, namely English teacher in SMA N 7 Padangsidimpuan.

2. Secondary sources of data namely Head Master and the second grade students of IPA and IPS Class at SMA N 7 Padangsidimpuan.

3. The instruments of collecting data in this research are:

a. Observation

Observation is tracking with intentionally, systematic, about social phenomena with psychological indications to be notes later

Observation is a technique of collecting data which is done through an observation and take a note to a condition or object behavior.

Observation happen in which the researcher takes the field notes on the behavior and activities of individuals at the research site.[7] So, this observation will be used to know how the English teacher in teaching writing at second grade of IPA Class in SMA N 7 Padangsidimpuan, which it contains with two classes.

b. Interview

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[5]SuharsimiArikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: RinekaCipta, 2002), p. 8-9.

[6]*Ibid*, p. 107.

[7]John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches,* (California: Sage Publication, 2003), p. 185.

Interview is data collection activity by using dialogue which it doing with systematic and focuses on the aim research.[8]Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[9]

There were some efforts to reach high reliability of the result qualitative research as follows:

1. The researcher extended the participation in collecting the data in the field. Because in qualitative research, the researcher the prime instrument.

2. Doing observation gradually, so the writer obtained a deep understanding the social phenomenon which was searched. Observation technique can be called as an obligation in qualitative research, because there were some social phenomenon were known difficulties it was dug through interview.

3. Doing triangulation, it was done to check of trustworthiness that used other something to other data to check or compare the data with the interview and the test.

After collecting data, so the writer was analyzed the data by using some steps,[10] they are as below:

1. Classification of data, it is done to classify of primary and secondary data. Classify the data gotten from first and secondary sources.

2. Checking data validity, it is done to seek the incomplete data and put a side data unnecessary.

3. Description of data, it is done to describe or interpret data that have been collected systematically

4. Take conclusion, it is done to conclude the discussion solidly and briefly.

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[8]Sutrisno Hadi, *Metodologi Research,* (Yogyakarta: Andi, 2004), p. 218.
[9]Gay & Peter Airasion. *Education Research Competencies for Analysis and Application*, (USA: Prentice Hall, 2000), p. 219.
[10]Lexy J. Moleong.*Op., Cit.*, p. 247.

III.   DISCUSSION

A. The Nature of Writing

In Oxford Dictionary by Hornby A.S writing [rʌɪtɪŋ] mean activity of writing, books article, etc in general, written works of another, person hand wiring, or the activity or occupation of composing text for publication.[11] Writing is personal act in which writer take ideas or prompts and transforms them in to self-initiated topic.[12]

Writing is the ability of students to express their idea, opinion that would be filling into the written form. One of the factors that influence the ability of students in writing sentence is parts of speech. Mastering parts of speech is very important because without understanding Parts of speech and understanding itself function, the students will fail in writing sentence.

Writing is the ability to write something which containing the main idea with two or three supports which reflects the structures of the composition. Writing is something that has been written and containing main idea also supporting idea.

There are some types of writing performance as state below:[13]

First, imitative writing; produce written language the learners must attain the skills in the fundamental, basic task of writing letters, words, punctuation and very brief sentences. This category includes the ability to spell correctly. In this stage form is primary, while context and meaning are secondary concern.

Second, intensive (controlled) writing; beyond the fundamentals of imitative writing are skills in producing appropriative vocabulary within a context, collocations and idiom and correct grammatical features up to the length

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[11]Hornby A.S, *Oxford Learner Pocket Dictionary*, (New York: Oxford University, 2006), p. 502.

[12]J. Michael O. Melley and Friends, *Authentic Assessment for English Language Learning*, (USA: Addison-Wisley Publishing Company, 1996), p. 136.

[13]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Fransisco: Longman, 2004), p. 220.

of a sentence. Meaning and context are some importance of determining correctness and appropriateness, but most assessment task are more concerned with a focus on form and rather strictly controlled by test design.

Third, responsive writing; this stage refers to perform limited discourse level, connected sentences with logically concerned.

The last, extensive writing; implies successful management of all the process. This stage focused on achieving the purposes logically.

B. Principles for Teaching Writing

The following are a few principles that every teacher should consider while planning course, or a course in which writing play a part.

a. Understand student's reason for writing.

The greatest dissatisfaction with writing instruction comes when the teacher goal do not match with the students goal, or the institution (school) goal.

The teacher should understand for what his/her students write, whether his/her students goal to write appropriate with his/her goal? Beside it, teacher, students and school should be in one goal, when they are different in goal, dissatisfaction is one thing what will comes next.

b. Provide many opportunities for students to write.

Writing most improves with practice, how much time spent to talking about writing.

With provide more times for students to practice their ability in writing will make their writing better than before.

c. Make feedback

Make a feedback on learning process will stimulate the learner to do better. Example, in writing makes sure the students understand about the comment what you have given in their writing sheet. [14]

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[14]David Nunan, *Language Teaching Methodology,* (Sydney: Macquarie University, 2000), p. 92-94

Today writing skill of students in English can be said low, it caused by the access of internet and other media more easier, so that's make them with easy do copy-paste activity without learn and read what they got in the media. This phenomenon not only happens on senior high school age but also on university students. The problems above make them have a low ability in writing or low skill in writing activity.

Skill is an ability of someone to do something that can be getting from education, train and etc. So writing skill is an ability of someone to express his/her idea, opinion that would be filling into the written form.

Students need to develop an understanding of the valued aspects or traits of good writing and the capacity to incorporate these traits into their writing. Developing a routine for communicating about specific writing qualities is essential to the success of a writing program.

Writing skill can be enrich with enrich vocabulary, correct structure and grammar, and absolutely with do more reading activity. So in the end the students can be a good writer with some traits.

The most commonly taught writing traits are ideas, organization, voice, word choice, sentence fluency, and conventions. These closely resemble the dimensions on which many state-mandated accountability measures base their writing achievement assessment.

C. Teaching Writing

According Oxford Dictionary by Hornby A.S Teaching /'tiːtʃɪŋ/means the occupation, profession, or work of a teacher, or ideas or principles taught by an authority.[15]

Teaching can't be disparate from teacher activity in the class room because the mean of teaching itself give learning or a lesson.[16] Learning process

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[15]Hornby A.S, *Op. Cit*., p. 442.

[16]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 17.

related to curriculum and syllabus which it decided by Government and educator before.

Syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.[17] Syllabus should be a frame for teacher in learning process because it contain with learning material, syllabus come and arrange by the teacher and it should be collateral with the curriculum what was given by Department of Education.

A syllabus describes the major elements that will be used in planning a language course and provides the basis for instructional focus and content. The syllabus could be Situational, topical, functional, and task-based. In choosing a particular syllabus framework for a course, planners are influence by some factors, they are: knowledge and beliefs about the subject area, research and history, common practice, and trends.[18]

Curriculum and material development very important to be attend and make it relevant with current learning process in the school. It includes the process that used to determine the learners needs, to determine an appropriate syllabus, course structure, teaching methods and materials and to carry out an evaluation of the language program that results from these process.

Beside it all there is one problem very important to be attending, that's the teaching method the teacher had been taken in learning process. There are many teaching methods can be applied by teacher in learning process. They are as follows:[19]

1. Grammar Translation Method
2. Direct Method
3. Structural Method
4. Reading Method
5. Audio-lingual Method

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[17]Jack C. Richards, *Curriculum Development in Language Teaching*, (UK: Cambridge University Press, 2001), p. 2.
[18]*Ibid.*, p. 152.
[19]*Ibid.*, p. 3.

6. Situational Method
7. Communicative Approach

Besides curriculum, syllabus, teaching method there is still one important problem to be attending again, which is the teaching context. Teaching context or the situation, condition around the teaching activity done. It is Includes size and staff structure, equipments, support staff, teacher work space, teacher resources, teaching facilities and class size.

Teacher skill and qualifications also take impact in learning process, the teacher should be have core component knowledge as follows: (1) practical knowledge, (2) content knowledge, (3) contextual knowledge, (4) pedagogical knowledge, (5) personal knowledge (6) reflective knowledge.[20]

Teaching process can be disparate from current curriculum. Current curriculum that used today in Indonesia is KBK (Kurikulum Berbasis Kompetensi) (*Curriculum Basics on Competency*). This curriculum requires the teacher should make a lesson plane. This requirement printed on government low number 5 at 2005 as follows:[21]

"*Perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar...*" (Planning teaching process including syllabus and lesson planning minimally contain with purpose of learning, learning material, teaching method, learning resources).

Curriculum and material development should be appropriate to students needed, in order aim of the learning process can be reach. In other side the approach or the methods that the teachers use take an impact in learning process. There are many languages teaching approach can be used in learning process, they are:[22]

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[20]*Ibid*., p. 210.
[21]PP. No 5. Tahun 2005 Pasal 20.
[22]Jack C. Richards, *Op. Cit*., p. 215-216.

1. The communicative approach: the focus of teaching is authentic communication and fluency is priority.
2. The cooperative learning: students work in cooperative learning situation and are encouraged and are encourage to work together on common tasks and to coordinate their efforts to complete tasks. Rewards systems are group oriented rather than individually oriented.
3. The process approach: in writing classes, students take part in activities that develop their understanding of writing as a process.
4. The whole language approach: language is thought as a whole and not through its separate components.

D. Authentic Assessment of Writing

In examining the nature of writing, the examiner has looked at the writer and the type of knowledge the writer bring to the writing task. Writing prompt defines the task for students writing assignment. The prompt consists of the question or statement students will address in their writing and condition under which they will write.[23]

Two different approaches for assessing writing ability can be adopted. Firstly writing can be divided into discrete levels as grammar, vocabulary, spelling and pronunciation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed. These would have greater construct, content, face and wash back validity but would be require a more subjective assessment.[24]

4. The direct testing of writing

   With a more integrative and direct approach to the testing of writing, tester can incorporate items which test a candidate's ability to perform certain of the functional tasks required in the performance of duties in the target situation.

   a. Essay tests

      This is a traditional method for getting students to produce a simple of connected writing. The stimulus is normally written and can vary in length

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[23]J. Michael O. Melley and Friends, *Op. Cit.*, p. 139-141

[24]Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall International Ltd, 1990), p. 58.

from a limited number of words to several sentences. The topical are often general and rely heavily on the candidate providing the content out of his or her head.

b. Editing task

In the editing task the student is given a text containing a number of errors of grammar, spelling and punctuation of the type noted as common by remedial teachers of students in the target group and is asked to rewrite the passage making all the necessary corrections.

c. Controlled writing tasks

There is obviously very strong case for including a test of writing on grounds of the perceived content validity of job sample tasks. Uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to exploit from writing tests where care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with target level performance activities.

There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively non-verbal as a graph, plan or drawing which the student is asked to interpret in writing.

5. Analytical and general impression marking

Analytical marking refers to a method whereby each separate criterion in the mark scheme is awarded a separate mark and the final mark is a composite of these individual estimates. The impression method of marking usually entails two or more markers giving a single mark base on their total impression of the composition as a whole.

a. Multiple Marking

Multiple marking by impression method improved reliability and was much quicker than analytic procedures. The consistency coefficient obtained by a pure mark, re-mark correlations, using the same marking

method on both occasions is the one single measure which is quite clearly a true consistency, and one which is closest allied to the normal concept of the test reliability.

b. Holistic scoring

Holistic means any procedure which stops short of enumerating linguistics rhetorical or information futures of a piece writing. In holistic evaluations, markers base their judgments on their impression of the whole composition in frequency-count making, markers total or enumerate certain elements in the composition such as: cohesive devices, misspelled words, misspelled commas, or sentence errors.

Holistic evaluation is obviously to be preferred where the primary concern is with evaluating the communicative effectiveness of candidate's writing.[25]

Teaching writing in senior high school is not easy, the teacher will be faced to many difficulties. In their daily activity they will teach students with various matters like genre of texts and grammar. The matters in as genre of the texts contain with narrative, report, and expository texts. So to assess the student ability the teacher should have a good competence in her/his profession as an English teacher.

IV. Conclussion

1. Teaching method the teacher had been taken as follows:

In XI IPA 1 applied role-play method and grammar translation method, XI IPA 2 reward and punishment and grammar translation method, X IPS 1 communicative approach, audio lingual method and grammar translation method and in XI IPS 2 situational method and role-play method.

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[25]*Ibid*., p. 60-67.

2. The English teacher in SMA N 7 have done some steps as follows Arrange the new topic that appropriate with syllabus and curriculum demand is not easy, but English teacher in SMA N 7 Padangsidimpuan had been proof it, she can do it. Teacher prepare the lesson component, lesson matter, and herself to perform in front of class, prepare addition student and teaching method needed as little prize, audio recorder and tape recorder.

3. The English teacher difficulties about understanding student characteristic, and time placement of English lesson. All of this difficulties found in each classes. Curriculum turning and student's disciplines become efforts for English Teacher in SMA N 7 Padangsidimpuan.

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