

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Findings**

The subject of this research is a teacher who teaches English language of eighth grade female students, she is Rumaniah, S.Pd who graduated from FKIP UNLAM Banjarmasin. She teaches at SMP NU from 1994 until now. The writer describes the brief educational background of the English teacher:

1. Name : Rumaniah, S.Pd
2. Place and Date of Birth : Amuntai, March 5<sup>th</sup>, 1968
3. Education :
  - a. SDN Air Mantan 1982
  - b. SMP Negeri 2 Banjarmasin 1985
  - c. SMA Negeri 2 Banjarmasin 1988
  - d. FKIP UNLAM Banjarmasin 2002

However, on this data presentation, the writer describes about the techniques are used for teaching writing and the application of those techniques. But, in this chapter the writer describes the teacher activities in teaching learning writing, as follows:

# **1. The Teacher's Techniques in Teaching Writing Skill of Eighth Grade Female Students at SMP NU**

To know what techniques that used by the English teacher, the writer describes the teacher's activities actually in teaching-learning process in writing class. The writer used interview and observation. The writer also used in teaching English for eighth grade of female students by using observation note so that the data completed. When the writer has done observation from first till the end observation, the teacher always uses same techniques. Because of using same techniques, the writer only describes the first and the third observation.

The detail of observation process which the writer has done can be seen from the teaching learning process of eighth grade female students at SMP NU. There are three activities the teacher did in teaching writing namely pre-activities, while-activities and post-activities.

## **a. The first observations**

The writer did the first observation on Friday, January 29<sup>th</sup>, 2016 which was held in eighth grade of female students at SMP NU, The class started at 09.25 am until 10.35 am. The class consists of 34 female students. In this meeting at the pre-activity, before the teacher came to the class, the students were busy talking with their friends. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

The pre-activities, when the teacher came to the class all of the students stood and the teacher opened the class by greeting the students in form of *salam*. She said, “*Assalamu’alaikum warahmatullahi wabarrakatuh*”, followed by saying “good morning”, “how are you” and “nice to meet you” which was responded by all of the students. After that, the teacher asked the students who were absent. Some students mentioned the name of their friends who were absent at the time.

The while activity, the teacher asked the students a question. Then, she said, “*Writing itu apa?*”, Some students responded the teachers’ question, they said, “*Menulis bu*”. Then, the teacher wrote a formula on the blackboard. She asked the students to look and paid attention to the formula. Then, the teacher explained about it, she said, “*Perhatikan rumus berikut*” *S+Tobe + K. Kerja+ O + Ket.* Some students paid attention it. Before she started to explain how to use the formula, she gave the students an example of word order to adjust with the formula. The teacher wrote an example and asked the students to translate it. Then, she said, “*help + her + santi + kitchen + in + rice+ mother*”, and “*Terjemahkan kata-kata tersebut*”.

While the teacher wrote the example on the blackboard, the students wrote the formula and the example in their own book. Then, she explained more detail about the sentences that related with the formula. She asked the students the meaning of the words. Some students

responded it directly. Then, they said, ” *Help artinya membantu, kitchen artinya dapur, rice artinya beras atau nasi, mother artinya ibu*. Then, the teacher asked the students to arrange the words into good sentence. She said,”*Siapa yang bisa menyusun kata tersebut menjadi kalimat berdasarkan rumus yang sudah ibu jelaskan?*”. Some students were silent and tried to answer in their seat. The teacher asked the students to answer on the blackboard. Then, she said,” *Siapa yang bisa menjawab silahkan tulis jawabannya di papan tulis?*”

Some students raised their hand to answer it. They wrote the answer on the blackboard, but the answer was still wrong. The teacher repeated again the explanation until the students understand. After that, she asked again the correct answer. All of the students answered the correct answer. Then, the teacher gave feedback for the students, she said,” *Ya bagus.*” Then, she added word “*not*” and asked the students, she said, “*Jika ditambahkan not, dimana kita meletakkan not?*” Some students were confused and did not able to answer the teacher’s question. Some of them answer directly, but the answer was still wrong. While the students thought the answered, the teacher gave explanation. She said, “*Jadi letak not sesudah to be, misalnya to be am maka am not, does maka does not. Sudah bisa dipahami?*”. Then, the students answered correctly and directly. The teacher gave feedback for the students.

After the teacher finished explaining the material, she wrote assignments on the blackboard. She asked the students to arrange the words. While the teacher wrote the assignment, the students wrote it in their own book. Before the students started to do it, the teacher explained how to answer or how to do it. While the students answered it, the teacher walked around the class to help the students if they still did not understand. She gave some minutes to do it. After having finished, she asked the students one by one to answer it on the blackboard. Then, she asked the students to collect their paper to give score. Furthermore, she gave the students homework and wrote it on the blackboard. She asked the students to collect the homework in the next meeting.

The post-activity, the teacher asked the students some questions. Then, she said, "*Ada yang masih ditanyakan?*" *apakah ada masih belum paham tentang menyusun kata menjadi kalimat?*". Some students responded the teacher question, they said, "*Paham bu*". Because running of the time, the teacher closed the materials and ended the class by praying together. Then, she said, "*Karena tidak ada yang ditanyakan, waktunya sudah habis dan lonceng sudah berbunyi, mari kita berdoa bersama-sama sebelum pulang*". Finally, the teacher greeted *salam*, "*Wassalamu'alaikummu 'alaikum warahmatullahi wabarkatuh*". To go out from the class, all of the students shook hand with the teacher.

During the classroom activity, the technique used by the teacher in teaching English was word order. She applied it by explaining the formula and gave example. Then, she asked the students to do the assignment individually. While the students answered the assignment, the teachers helped them to translate word by word so they would become easy to understand the material. Moreover, she asked the students to answer it on the blackboard. In the end of the materials, she gave homework for the students.

b. The second observation

The writer did the second observation on Monday, February 01<sup>st</sup>, 2016 which was still the same class. The class started at 09.45 am until 11.05 am. They did the activities as the first observation. In this meeting, the writer came to the class earlier from the teacher. When the writer came to the class, the students were busy talking with their friends, eating something, etc., but they are very friendly, they gave a seat for the writer. The writer did little interview with some students. A few moments later, the teacher came to the class. The students were in control during the teaching and learning activity.

The pre-activities were as the first observation. When the teacher came to the class, all of the students stood and the teacher opened the class by greeting the students in form of *salam*. She said, “*Assalamu’alaikum warahmatullahi wabarrakatuh*”, followed by saying

“good morning”, “how are you” and “nice to meet you” which was responded by all of the students. After that, the teacher asked the students who were absent. Some students mentioned the names of their friends who were absent at the time.

The while activity, the teacher asked the students about their homework of the last meeting. Then, the students collected the homework to the teacher. The teacher repeated materials last meeting, she said, “*Kemarin kita sudah belajar tentang menyusun kata menjadi kalimat, ada yang masih ingat rumusnya?*”. Some students answered correctly and directly. The teacher gave feedback for the students. then, she continued the next materials. She wrote the material on the blackboard. Furthermore, the teacher explained to the students about the material, she said, “*Nah, hari ini kita belajar menyusun kalimat menjadi sebuah paragraph yang padu*”.

The teacher asked the students to open their LKS book, she said, “*Buka halaman 5 yang ada tulisan writing*. She gave assignment to the students. Before the students started to do it, she asked the students to divide six small groups which consist of four persons for every group. Before doing the assignment, the teacher asked the students some questions. Then, she said, “*Lihat disana ada gambar tentang taman safari*”. The teacher asked the students some questions. Then, she said, “*Siapa yang pernah pergi ke taman safari, dan dimana taman safari yang*

*pernah kalian kunjungi?”*. Some students answered the teacher questions, they said, *“Pernah, di Surabaya bu”*.

The teacher continued the explanation. Then, she explained how to do the assignment, she said, *“Baiklah, di halaman 5 tersebut ada beberapa kalimat acak yang belum tersusun. Kalian tulis kalimat tersebut dari A-F kemudian kalian terjemahkan terlebih dahulu kalimat-kalimat tersebut. Setelah di terjemahkan, kalian susun kalimat-kalimat tersebut menjadi sebuah paragraph agar cerita dari kalimat tersebut bisa dipahami. Cari kalimat mana yang menjadi kalimat awal, kalimat selanjutnya sampai kalimat terakhir, sehingga terbentuklah sebuah paragraph yang bisa di pahami.*

While the students answered the assignment, the teacher walked around the class to help the students if they still did not understand. She gave some minutes to do it .While the students answered it, some of them walked around the class to borrow dictionary with their friends. After the students finished it, the teacher asked group by group to answer it. She called the first group until the last group to answer the assignment on the blackboard. After having finished the answer, the teacher asked the students to collect their paper to give score.

The post-activity, the teacher was ready to close the materials and asked the students whether they have question or not. Then, she said, *“Apakah ada yang masih belum dipahami?”*. The students responded the



teacher's question. They did not have any questions. Then, the teacher made concluding about the material, she said," *Jadi, untuk menyusun kalimat agar menjadi paragraph yang padu, kalian harus mencari main idea, kemudian cari kalimat yang sesuai dengan kalimat sebelumnya agar kalimat tersebut bisa dipahami*". The teacher closed the teaching learning by greeting *salam*, she said, "*Jika tidak ada pertanyaan, silahkan istirahat*". Finally, the teacher greeted *salam*, "*Assalamu'alaikum warahmatullahi wabarrakatuh.*"

During the class room activity, the technique used by the teacher in teaching English was sentence arrangement. She applied it by asking the students to open their LKS book. Then, she asked them to arrange the sentences. Before the students did the assignment, the teacher asked them to translate the sentences. To make the students understand about the assignment, the teacher helped the students by dividing them into six small groups, so they can do more discussion with their friends in the group. After that, she asked the students to answer the assignment group by group on the blackboard.

c. The third observation

The writer did the third observation on Friday, February 05<sup>th</sup>, 2016 which was held in eighth grade female students at SMP NU. The class started at 09.25 am until 10.35 am. They did the same activity like in the first and second observation. In this meeting, before the teacher came to

the class, the students were busy talking with their friends. Some of them went out from the class. After the teacher and the writer came to the class, they were in control during the teaching and learning activity.

The pre-activities were same as the first and second observations. When the teacher came to the class, all of the students stood and the teacher opened the class by greeting the students in form of *salam*. Then, she said, “*Assalamu’alaikum warahmatullahi wabarrakatuh*” and followed by saying “good morning” ,“how are you “ and “nice to meet you” which was responded by all of the students. After that, the teacher asked the students who were absent. Some students mentioned the names of their friends who were absent at the time. Before the teacher started the study, she asked the students some questions in Indonesian, she said, “*Kalian masih ingat apa itu writing? Apa saja tahap-tahap dalam writing yang sudah kita pelajari*”. The students responded the teacher’s questions, they said, “*Menyusun kata menjadi kalimat bu, menyusun kalimat menjadi paragraph bu*”. Depend on the students’ memories.

The while activity, the teacher asked the students to open their LKS book. Then, she said, “*Silahkan buka buku kalian halaman 17, disana ada sebuah paragraph dan ada beberapa kata-kata yang di kosongi atau dihapus dan di bawah paragraph itu ada beberapa daftar kata-kata yang digunakan untuk mengisi kalimat yang rumpang tersebut.*”

Moreover, the teacher wrote the title of the paragraph on the blackboard, “*My Busy Day*” and “*Apa artinya My Busy Day*”. The teacher asked the students to translate the sentences. Then, she explained the material and asked the students to answer it, she said, “*Jadi tugas kalian adalah mengisi kalimat rumpang tersebut dengan daftar kata-kata yang ada di bawah paragraph tersebut. Sebelum kalian mengisi kalimat rumpang tersebut, kalian harus terjemahkan kata-kata tersebut terlebih dahulu.*”

Before the students started to do the assignment, the teacher explained how to answer or how to do the assignment. While the students answered it, the teacher walked around the class to help the students if they still did not understand. She gave some minutes to do the assignment. While the students answered it, the teacher went out from the class. Then, she said, “*Ibu keluar sebentar, kalau sudah selesai kita jawab bersama-sama*”. The students responded, they said, “*Iya bu*”. While the teacher there was no in the class, the situation was little noisy. Some of the students have finished the assignment and the others still answered it. A few moments later, the teacher came to the class. She asked the students. Then, she said, “*Apakah sudah selesai mengisi kalimat yang kosong tersebut?*”. Some students responded the teacher’s question, they said, “*Sudah bu*”. She asked the students one by one to answer it on the blackboard. After the first students answered it on the blackboard, the

teacher asked the student the correct answer. Then, the students answered the correctly together.

The post-activity, because running of the time, the teacher closed the materials by some questions and ended the class by praying together. She said, "*Ada pertanyaaan?*", *apakah ada yang masih belum paham?*". The students responded the teacher's questions. Then, the teacher said, "*Karena tidak ada pertanyaan, waktunya dan sudah habis lonceng sudah berbunyi, mari kita berdoa bersama-sama sebelum pulang.*" Then, the teacher greeted *salam*, "*Wassalamu'alaikum warahmatullahi wabararakatuh*".

During the class room activity, the technique used by the teacher in teaching English was filling in the blanks. She applied it by asking the students to open their LKS book because there was incomplete paragraph. The teacher asked them to do it. Before the students did the assignment, the teacher asked them to translate it word by word to make the students understand about the assignment. She also helped the students by giving explanation clearly. After having finished the assignment, she asked them to answer it one by one on the blackboard.

Based on the problem of statements in this research, they are: what the techniques used by teacher in teaching writing skill and how the teacher apply it. When the writer interviewed the subject of the research about the techniques that she used in teaching writing skill, she answered that she often

uses three techniques in teaching writing. When the writer did the fourth, fifth and sixth observations, the writer found that the teacher still used same techniques like the first, second and third observations. So, from the research result that had been done through interview and observation, the writer found that some techniques used in teaching writing skill of eighth grade female students at SMP NU, at least they are:

- a. Word order
- b. Sentence arrangement
- c. Fill in the blanks

## **2. The teacher's Application of the Techniques in Teaching Writing of Eighth Grade Female Students at SMP NU**

Based on the observation and the interview, the writer has known that the teacher used same techniques in teaching writing. She has used some techniques. The following is description of each technique applied by the English teacher.

- a. Word order

In teaching and learning writing English, some students feel boring and lazy to study. There are some students busy alone and talk with their friends. Some of them did not pay attention to the teacher explanation. So, the teacher must make the situation enjoy and relax. In the case, the English teacher can use the techniques to make the students

enjoy. In applying this technique, before the teacher started to study, all of the students stood and gave greeting to her. The teacher wrote formula on the blackboard. Then, the teacher explained the formula and gave example. She asked the students to arrange the word. Before they arranged the words, she asked them to translate it. The teacher asked the students the correct answer, but the answer was still wrong. Then, the teacher gave detail explanation how to use the formula. Furthermore, the students can answer correctly. After that, the teacher gave an example by using word “not”, she asked the students to arrange the words by using word “not”. The students cannot arrange the word by using “not”. Then, the teacher explained again. Finally, the students can answer correctly. After that, she gave the students assignment individually. While the students answered the assignment, the teachers helped the students to translate word by word so they would become easy to understand the material. Moreover, she asked the students to answer it on the blackboard. She did not compel the students to understand, but she gave more explanation. In the end of materials, she gave homework for the students.

b. Sentence arrangement

Sentence rearrangement is really not easy. To make the meaningful paragraph, someone needs carefulness to rearrange it. The students are required to arrange the sentences in a proper sequence. When properly sequenced, the sentences form a coherent and meaningful

paragraph. The students should choose the most logical order of sentences from among the given choices. So, the teacher must have a good trick to make students understand and can rearrange the sentence to be meaningful paragraph.

In applying this technique, the teacher still used same activity as the pre-activity. The teacher asked the students to open their LKS book. After that, she asked them to arrange the sentence. Before the students did the assignment, the teacher asked them to translate the sentences. To make the students understand about the assignment, the teacher helped the students by dividing them into six small groups, so they can do more discussion with their friends in the group. After that, she asked the students to answer the assignment group by group on the blackboard.

c. Fill in the blanks

There are various forms of questions fill in the blanks for example fill in the blank of a phrase, sentences, or paragraph with a blank space indicating where the student should fill the missing word or words. When students answered a question about the fill in the blanks, they should be able to analyze what the next appropriate word to fill in the sentences or paragraph.

In applying this technique, the teacher still used same activity as the pre-activity. The teacher asked the students to open their LKS book, because there was incomplete paragraph. The teacher asked them to do it.

Before the students did the assignment, the teacher asked them to translate it word by word to make the students understand about the assignment. She also helped the students by giving explanation clearly. After having finished the assignment, she asked them to answer it one by one on the blackboard.

## **B. Discussion**

In the findings of the research, the writer has collected the data from the observation, interview and documentary are processed and presented on the described in findings. The writer found some information from interview with the headmaster, the teacher, and administration staff about the brief history of SMP NU, the first headmaster of SMP NU until now, the number of students, and the facilities of SMP NU. From this research, the writer can know people at SMP NU and the writer also found some information from interview and observation about teaching learning process at SMP NU. From this interview and the observation the writer found the teacher's techniques in teaching writing skill of Eighth grade female students. The subject in this research is Rumaniah. S.Pd. When the writer interviewed the teacher about what the techniques are used in teaching English, she did not know more about it in teaching English, especially in writing skill. She still needed training in teaching English. However, despite the teacher did not know the name of the techniques. She always uses various techniques for other skills in teaching English.



Based on the observation and interview, the data is analyzed based on the statements of problem that are about the teacher's techniques in teaching writing of eighth grade female students at SMP NU and the teacher applied the techniques in the classroom. There are three activities that the teacher did pre activity, while activity, and post activity. For further description, it is known from the following analysis:

1. Pre activity

This step purposed to make the students get ready to study. Based on observation from first until sixth meeting were found that the teacher greeted the students by greeting, the teacher asked them who were absent at the time. This step purposed to remind the students about the previous materials. As Kyriacou (2007) argues that "to create a positive mental set amongst pupils, it is important to ensure that pupils are paying attention when the material begins". (p. 37)

This step, the teacher also successful engages the students to the materials by giving statements and questions related to the material because it will help the teacher so that the students ready to learn English. Before the teacher came to the class, she always prepares all of things that she used in teaching based on the material.

Teacher preparation is important parts for every material because it will make the teacher were easy in teaching and learning process. Teacher should know exactly what materials will give to the students. In the same way

that preparation helps direct students, teachers can make the subject seem more quickly useful and relevant by helping students to see what they have achieved, and understand what they can do with what they know (Lewis & Hill, 1992, p. 11).

Based on the observation, the teacher looked calm and pleasant when she opened the materials. So, the students felt comfortable when they started to study. Harmer (1998) argues that is “a teacher must love her job. If she really enjoys her job, that’ll make the materials more interesting”. (p.1)

Being teacher is not easy. Teacher is not only how to educate students but also about how to motivate and inspire them during their learning. Teaching is showing or helping someone to learn, guiding in the study of something, providing with knowledge, causing to know or understand, how to do something and giving instructions (Brown, 2000, p.7). Teacher should be able to try and control the more talk active ones in the class, how to solve the students’ problem by giving solution without guilty them.

## 2. While activity

This step can be called as the core step. It means that the teacher and the students ready what they are going to do in the classroom. It is an opportunity for teacher to make students more active in learning English. Before she started the materials, she sometimes stimulates the students to the materials by giving some questions. The teacher often used media such as blackboard, chalkboard and LKS book that is related to the material. Aqib

(2013) argues that learning media is “a learning tool used as a mediator in the learning process” (p.100). Using some media in teaching learning process purpose to make the material clearly. The teacher can improve the media in teaching English in order to make the students interested in learning English.

The first and fourth meetings, the teacher used word order technique. Word order is the way in which words are arranged in sequence into a good sentence. Morris (1979) argues that word order is “the syntactic agreement of words in a sentence, clause or phrase”. (p. 1474). Word order is “one task at the sentence level may appeal to those who are found of word games and puzzle: ordering (reordering) a scrambled set of words into a correct sentence. If sentence are kept very simple with maybe no more than four or five words, if only one possible sentence can appear, and if students have practiced the technique in class, then some justification appear (Brown, 2010, p. 272).

In applying the techniques, the teacher asked the students what was writing. After that, she wrote a formula about the material. The teacher also gave an example and assignments how to adjust with the formula. Before the students started to answer it, the teacher asked them to translate the words. In the end of the meeting, the teacher gave the students homework.

The second and fifth meeting, the teacher used sentence arrangement technique. Sentence arrangement is the technique which asks the students to

arrange the disorder sentences into a suitable sequence. When suitably sequenced, the sentences become a coherent and meaningful paragraph. The students should choose the most logical order of sentences from among the given choices. Fathurrohman and Sutikno (2010) argue that sentences arrangement is “the test form series intact and correct sentences, and then told irregularly so the original form is difficult to recognize. Students were asked recast in accordance with the correct order”. (p. 84). In applying the technique, the teacher explained what their material was. Then, she asked the students to open their LKS book. In the LKS book, there were six sentences, the teacher asked the students to arrange the sentences into meaningful paragraph. Furthermore, she divided the students by six groups to answer the assignment.

The third and sixth meetings, the teacher used fill in the blanks technique. Fill in the blank techniques is a type of question or phrase with one or more words replaced with a blank line, giving the students the chance to add the missing words. When students examine a reading passage with parts (words, phrases, sentences, or large chunk) missing, they have to consider a great many features of writing if they are to complete it. Obviously they have to consider meaning and the grammatical and syntactic fit of the part they add (Raimes, 1983, p.60).

In applying this technique, the teacher asked the students to open their LKS book. In the LKS book, there was incomplete paragraph. The teacher asked them to answer it. Before the students answer it, the teacher asked them to translate to word. Then, she asked them to answer it one by one.

Management classroom include how to classroom space is organized, whether the students are working on their own or in groups and how the teacher organize classroom time (Harmer, 2007, p. 34). When teaching learning process was going on, the teacher asked the students to answer the assignment by small group and individual. The students of eighth grade female students were fun in the class. It showed that the situation in the classroom were comfortable and easy to understand the materials. The teacher is never bored to repeat her explanation. She always helps the students if they do not understand about the materials. Based on Holy Qur'an, Allah said in verse Al-Baqarah: 124:

وَإِذِ ابْتَلَىٰ إِبْرَاهِيمَ رَبُّهُ بِكَلِمَاتٍ فَأَتَمَّهُنَّ ۖ قَالَ إِنِّي جَاعِلُكَ لِلنَّاسِ إِمَامًا ۚ قَالَ وَمِنْ ذُرِّيَّتِي ۖ قَالَ لَا يَنَالُ عَهْدِي الظَّالِمِينَ ﴿١٢٤﴾

From the verse above, Allah has told us about “*Imaman*” means “teacher” to be a good example for students in doing something. Someone often hear that “Teacher as a model”. Harmer (2007) argues that teacher is “who view their

job as the transmission of knowledge from themselves to their students are usually very comfortable with the image of themselves as controllers.” (p. 108). Teacher has to be a good model in front of the students in doing something. The teacher must give the best experience and knowledge for the students.

Based on the interview and observation, the writer makes concluding about the teacher techniques in teaching writing skill of eighth grade female students namely word order, sentence arrangement and fill in the blanks. The teacher often uses these techniques in teaching writing skill. A technique is a classroom tool or activity than thus represents the narrowest of the three concepts. However, some techniques are specific to or characteristics of a given method. Some techniques are widely used and found in many methods (e.g. dictation, imitation and repetition) (Celce-Murcia, 2001, p. 6). These techniques were very useful in teaching learning writing process because the students were easy to understand about the materials and they can answer every assignment that have given by the teacher. Learning is obtaining or getting knowledge of a course or a skill by study, experience or instruction (Brown, 2000, p.7). These techniques are the students need in their first learning writing skill.

### 3. Post activity

This step is to sum up the teaching learning process and activities. The observation showed that the teacher made conclusion the materials to make

the students get the idea about what they have studied. Aqib (2013) argues that close the materials are “activities that conducted the teacher or instructor activities to end the core materials.” (p.89) Moreover, in this activity the teacher can know whether the students could understand what the teacher has taught.

Every teacher has various techniques in teaching-learning process not only for English teacher but also for others teacher such as: Mathematics teachers, Arabic teachers, etc. Although learning writing seems difficult and boring for the students, the teacher always makes the situation were fun and understand the material easily.

There is only one class that the writer observed. The writer has some videos record about teacher’s activities in teaching learning process in the classroom. From the video the readers can see what the techniques that used by the teacher and how the teacher application of the techniques from the beginning and the end of the lesson.