TEACHING WRITING FOR STUDENTS OF SMK WIRAHUSADA MEDAN

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ABSTRACT

This study aims at describing how the teacher teaches the students to write texts to the eleven grade students of SMK Wirahusada Medan and the underlying reasons of why the teacher did the way she did. Qualitative research design was used by the researcher to conduct this study. The subject of this study was English teacher who taught the eleven grade students of SMK Wirahusada Medan in academic year 2018/2019. The data were collected by observing, video or audio recording, and interview. The data were analysed by using Miles and Huberman data analysis techique. The findings of the study showed that most of the ways of teaching were focusing on telling the students the genre knowledge of text than focusing on teaching writing. The underlying reasons of the teacher's ways in teaching writing were due to (1) Teacher believed that by reminding the definition of the text made the students be able to differentiate the text. (2) the teacher believed that by knowing the purpose of material, the students are able to differ a text with other text, (3) the teacher believed that the the generic structure and language feature helped the students to know the steps of writing text, (4) teacher believed that by giving the task from the easiest types, the students will slowly were able to write their other texts later.

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INTRODUCTION

Background of the Study

English as an international language has already become one of the compulsory subjects for school in Indonesia. According to the curriculum, students have to achieve and master four language skills, they are : listening, reading, speaking, and writing.

As stated in Barnett (1992:17), writing is an expression of mental process it entails and as a means of communication. This view sees successful composition as an in teraction between the writer, the text, and the reader (Osterholm 119). The reader/teacher thus becomes a facilitator rather than a judge, and the writer who cares to write better has as assistant in the demanding job of transferring ideas to paper to be interpreted by someone else. Looking at writing as a process also implies understanding writing as a series of drafts and considering the endeavor of writing in its entirety: prewriting, writing, and rewriting (Rohman).

Writing also is the most difficult skill to develop by some students. People who write are expected to write correctly. But, in the real situations, the students are getting some problems in writing itself. In addition, writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and theoretical device but also of conceptual and judgmental elements (Heaton 2001:135).

Teaching writing will require students to comunicate their knowledge and thought to form of text. Therefore, to teach writing the students should be more interested in practicing writing. It is aimed to drill them to explore and organize their ideas into a good text. Some teachers in high school may not understand clearly about the appropriate process in teaching writing in order to lead the students to produce good writing. Teachers should ensure that their students are able to write effectivelly.

In teaching writing, there might be several variabels that will affect the process of teaching writing. Gage(2009:47) states that the process of teaching

writing can be influenced by presage and context variables. Mitzel (1960) as cited in Gage (2009: 43) states that presage variable consists of teacher personality and teachers' experience. The category of teacher personality consists of teacher's gender and age, while the teacher experience consists of teachers' knowledge about ways of teaching, and also teacher's achievement. The context variable has some characteristics such as the nation, region, community, school, and class in which teaching takes place. The community characteristic includes urban or rural; average income. The school characteristic includes resources for teaching, the student-teacher ratio. The class characteristic includes the student's socioeconomic backgrounds, cognitive abilities, ethnicities, previous school achievement, and the students' heterogenetity along these dimensions.

Bacause of the importance of English, the goverment of Indonesia puts English as a compulsory subject in schools and it becomes a subject which determines students in passing their school. English has been taught from primary school to senior high schools and also vocational school.

Vocational schools are designed to prepare the students to work right after they graduate. Refering to Law Number 20 Year 2003: vocational high school is a secondary school level of which the instruction process aims to equip students with the skills and knowledge of particular fields and prepare them to be able to work in particular fields and also to provide students with necessary knowledge and skills in order for them to be able to continue their education based on their vocational study programs.

In secondary level, English teaching is applied on two conventions. The first is that English is taught as a foreign language which comprises in four language skills and two language components, known as General English. The second is that English is given to the students with specific ultimate goals to enable them to understand English in their field of study. This is known as English for Specific Purpose.

English for Specific Purposes (Hutchinson and Waters 1987:53) is an approach to language teaching which aims to unify the needs of particular learners. Before initiating a new language program, vital prefatory work in the

form of information gathering must take place. This fact-finding stage needs analysis that provides answer for any program. This is an important principle that characterizes an ESP course.

Crokers as quoted by Utami (2015) recognizes that ESP courses are similar to language instruction in general, which puts more emphasis on language use. It is related to various problems in observation that the writer did in SMK Wirahusada Medan, the teaching process of English to the SMK is just the same as SMA.

Based on the writer's observation in SMK Wirahusada Medan, it was found that the writing ability of students in SMK Wirahusada Medan doesn't reach the basic competence of writing, and the teacher said that many students get the score below Minimal Competencess Criteria (Kriteria Ketuntasan Minimal) of English lesson for Vocational school. In other words, the teaching of English is not in line with the goverment's rule about vocational high school. However, this simple observation can not be taken as empirical evidance of the teaching. The writer needs to do research to be a final empirical.

In relation to the explanation, the writer wants to conduct a research which will focus on the teaching writing process and also the variabels that can be the reason why teacher conduct her teaching writing process as she does. From the theory, the writer can analize how the way of the teacher in teaching writing to students is. So, other English teachers have more references about how to teach writing to students.

REVIEW OF LITERATURE

According to Brown (2001: 8), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in study or something, providing someone with knowledge, and causing someone to know or understand. In addition, he states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

The Process of Teaching English

The teaching of writing is just like the teaching of other subject. Gage(2009) says that, teaching should be understand or defined as a concept consist of six variabels that can be classified into from main variabels, they are:

1) Presage Variables

This category consists of such characteristics of the teacher as gender, age, andyears of experience. It also comprises traits(stable characteristics, such as intelligence, knowledge about ways of teaching, and introversion-extraversion) both ingeneral and in the context of a specific subject matter. The teacher's cognitive abilities affect her grasp of the subject matter in all its variations and complexities, including the previously identified pedagogical content knowledge (Gage,2009:47).

The teacher's knowledge of the subject she is teaching – her content knowledge–affects the way she presents, explains, illustrates, and demonstrates the content she wants her students to learn. The teacher's experiences in a teacher-education program influence her conceptions of teaching and her implicit values about how teaching should proceed. Her previous experience as a teacher influences her security and optimism about teaching.

The presage category also includes the teacher's stable affectivecharacteristics:intentions, beliefs, attitudes, values, appreciations, and the like, as traits that the teacher has acquired from experience, including experience

in a teacher education program.Teachers'personality may affect the general demeanor of her engagement with her asks and students.

2) Context Variables

This categoryconsists of characteristics of the nation, region, community, school,and class in which teaching takes place. The community characteristics includeurban or rural; average income; ethnicities. The school characteristics include student-body size, resources for teaching, student-teacher ratio. The class characteristics include the students' socio economic backgrounds, cognitive abilities,ethnicities, previous school achievement, and the students' heterogeneity alongthese dimensions (Gage,2009:48)

3) The Teacher's Thought Processes Variables

According to Gage (2009:48), this category comprises the momentary thought processes that deal with cognitive aspects of teacher's teaching – such as the content being taught, its organization, its facts, concepts and principles. Teacher's thought processes also deal with affective aspects of her teaching: her attitudes,motivations, values and emotionally loaded behaviors. Her thought processes deals especially with her momentary use of pedagogical content knowledge.

4) The processand Content of Teaching Variables

Gage (2009:48) devides the types of process : (a) cognotive processes and (b) teaching processes. Cognitive processes are the things which refer to the student's mental activities while learning, while the teaching processes are things which refer to what teacher is doing: verbal behaviors, cognitive or social-emotional interactions with students; interaction with whole class, subgroups of class, or individual students. Of these we give special attention to the types of verbal interaction.

5) The Students' Thought Processes Variables
Gage (2009:50) say that this category is the form of momentary states, not long – lasting traits. Wittrock (1986) in Gage (2009) mentions that this category includes students perceptions, expectations, attentional processes, motivation, memories,

generations, understandings, beliefs, attitude, learning strategies and metacognitive (monitoring-own-thoughts) processes that mediate achievement.

6) The Students' AchievementVariables

This category represents the goal of all the foregoing categories. It includes achievement of cognitive objectives and can also refer to achievement of socialemotional objectives and psychomotor objectives(Gage,2009:50).

It contains the evidence of the student's achievement of the objectives at which the teaching was aimed. At the end of teaching, do the students know, in the sense of being able to recall or recognize, what they should know? Do they understand in the sense of being summarize, explain, translate and apply what they should be able to.

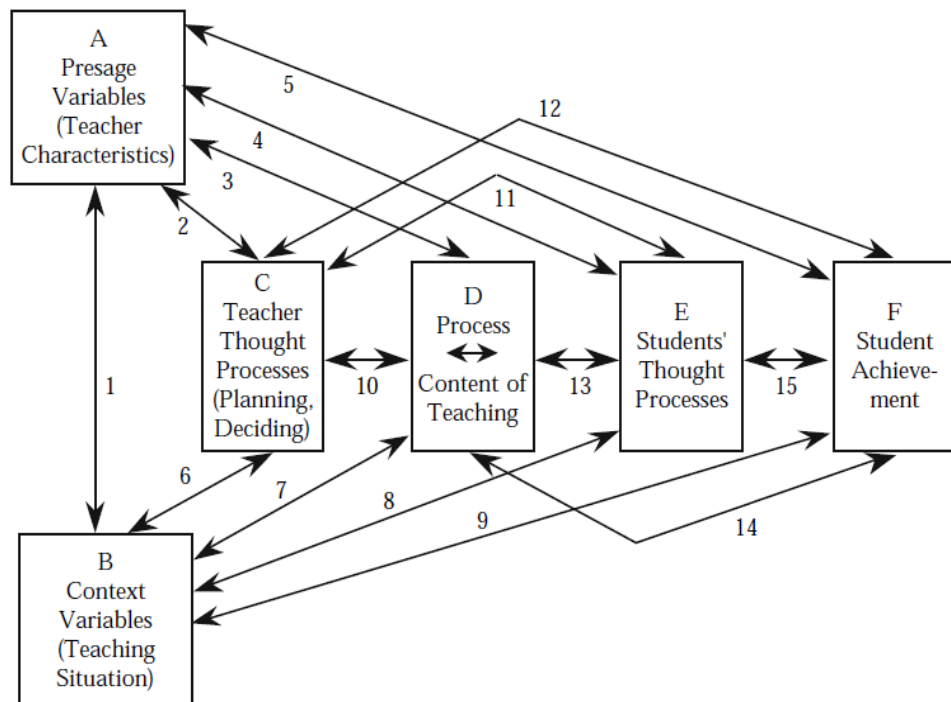The six variables and their relationship are visually shown in figure

Figure 2.1. Process of teaching from Gage

As the Figure shows, the six categories are labeled with capital letters. The categories can be categories into two sets: (a) those- categories A,B,C- there are

loggically Antecedent of category D; and (b) categories E and F that are logically subsequent to category D. The process of teaching will influenced by categories A,B,C.

According to Cashwel & Mahler (2000:3), teaching writing provides opportunities for students to develop clear thinking skill. Teaching writing is a process to make the students have ability to write an english sentence, pharagraph, and text correctly. It is also as a process of making the students have critical thinking in writing. So, to be a teacher we should have strategy to make students have critical thinking in writing.

RESEARCH METHODOLOGY

This research will be conducted with the descriptive qualitative design which will describe and interpret what it is. Creswell (2007:16) stated that descriptive qualitative design will describe the phenomenon being studied, conditions, or relationships that exist, and processes that are going on or effects that are felt. The design is applied to investigate the teaching writing process for students.The first data of this study are the record of teacher's verbal behaviors during the classroom teaching process including are teaching materials ,teaching media, which also will be collect as secondary data. These data will be needed to understand the teacher verbal behavior. The first data are considered as primary data while the latter are considered as secondary data. Transcripts of recorded interview to the teacher will also be taken, and these data will be needed to answer the research of problem two. The source of these data is the teacher.

Techniques of Analysis Data

The researcher will analyze the data by using the activity of data condensation, data display, drawing and verifying conclusion based on theory of Miles, Huberman, and Saldana (2014:8-9). Data condensation refers to the process of selecting, focusing, simplifying, and transforming the data that appear in written-up field notes, transcript, documents and other empirical materials. Data display refers to the visual format that present information systematically. So the researcher could draw valid conclusion and could take needed action. The last activity is conclusion draw/verification after the researcher ha done data reduction and data display.

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in the full corpus (body) of written-up field notes, interview trancript, documents, and other empirical materials. By condensing, we're making data stronger. (we stay away from the data reduction as aterm because that implies we're weakening or losing something in the process.)

2. Data display

Data display was defined as "display" as an organized assembly of information that permits coclusion was drawing and action taking. A display can be an extended piece of text or diagram, chart, table or matrix that provides new way of arranging and thinking more textually embedded data. The purpose of displaying the data is to ease the data understood in form of matrix or other chart rather than in longer explanation.

3. Drawing and verifying conclusion

The third stream of analysis is conclusion, drawing and verification. From the start of data collection, the qualitative analyst interpretes what things mean by nothing patterns, explanations, casual flows, and propositions. The competent resercher holds these conclusions lightly, maintaining openness and skepticism, but the conclusion are still there, vague at first, than increasingly explicit and grounded. Final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; the coding,stronge, and retrieval methods used; the sophistication of the researcher; and necessary deadline be be met.

Conclusion are also verifird as the analyst proceeds. Verivication may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes; or it may be through and elaborate, with lengthy argumentation and review among collegues to develop "inter subjective consesus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirm ability that is, their validity. Otherwise, we are left with interesting stories about what happend of unknown truth and utility.

DATA ANALYSIS AND RESEARCH FINDINGS

Data Analysis:

A. The Ways of Teaching in Terms of Behaviour

1. Greeting the students

The first verbal behavior of the teacher in teaching writing was by giving greetings to the students. As shown in data 1, the teacher asked the students' condition before teaching learning process was started.

Data 1

T : Good morning class.
S : Good morning miss.
T : How are you today?
S : I am fine.
[VG/L1-L4]

2. Asking the students to pray

The second way of the teacher taught to the students was by asking for students to pray. In this ways, the teacher ask one students come infront of the class to pray before start the lesson.

Data 2

T :I'm fine too, before we start our class lets pray
S :Before we start our class today lets pray together
T :Thank you for Perbina
[VG/L5-L7]

3. Checking the students attendance list

The third ways of the teacher taught the students how to write was by checking the attendance list of the students. In this ways, the teacher ask the students who was absen at the time. The ways is presented as follows:

Data 3

T : ok trima kasih. Hari ini ada yang absen?
Ss : nobody miss.
T : masih ada yang diluar?
Ss : no miss
[VG/L7-L10]

4. Asking for students' last homework

in this way, the teacher taught the students how to write was by asking for students' last homework as shown in this data.

Data 4

T : tugasna yang seemalam sudah dikumpul?
Ss : sudah miss
[VG/L11-L12]

5. Introducing the topic

In this way, the teacher taught the students how to write was by introducing the topic as shown in this data.

Data 5

T : hari ini, materi kita adalah tentang descriptive text ya. Apa yang dimaksud dengan descriptive text?
Ss : [silent, listening to the teacher]
[VG/L13-L14]

6. Asking for students' knowledge about the material

The sixth way of the teacher taught the students to write was by asking for students' knowledge about material as shown in data 6.

Data 6
T : Nah, yang kedua itu adalah description. Apa itu description?
S : [silent, listening to the teacher]
[VG/L25-L26]

7. Informing the concept of material

In this way, teacher taught the students how to write was by informing the students about the material of text. In this section, the teacher informed the concept of text to the students and also informed to the students how to analyze text by using the language feature. The data shown in this data.

Data 7
T : Selanjutnya, tujuan kita membahas ini adalah untuk menggambarkan dan mengungkapkan ciri-ciri tempat, benda atau mahluk tertentu secara umum dan sederhana. Kita lihat selanjutnya, strukturnya ada dua bagian. Yang pertama adalah identification. Nah, identification disini artinya adalah bagian dari descriptive text yg berisi tentang topik atau apa yang akan digambarkan atau dideskripsikan. Seumpamanya penyanyi tadi kan, taylor swife. Disitu tadi kan yang pertama itu adalah identifikasi atau dikenalkan dulu, ini manusia, dia adalah seorang yang terkenal dan dia adalah seorang penyanyi.
S : *[silent, listening to the teacher]*
[VG/L23-L24]

8. Asking for student's understanding

The eight way of the teacher taught the students how to write text was by asking for the students' understanding about material which was shown in data 8. The purpose of asking for students' understanding about text was checked whether the students have understood about the topic was given before ornot.

Data 8
T : Apa artinya itu Wina?
S4 : Menyediakan petunjuk cara membuat sesuatu, melakukan sesuatu ataupun mendapatkan sesuatu.
[VG/L25-L26]

9. Accepting the students' answer

In this way, teacher taught the students to write text was by accepting the students' answer. By accepting the students' answer, the teacher appreciate all of the effort which was doing by the students. The data shown in data 9:

Data 9
T : iya, ir. Soekarno adalah presiden pertama Indonesia. Kalau dibahasa inggriskan coba satu orang.
S5 : Soekarno is the first president of Indonesia.

[VG/79-L80]

10. Giving the example about the material

In this way the teacher taught the students how to write was by giving the example about text to the students. The purpose of telling the example of text to the students was made the students more understood about types of text. The data coudld be seen below:

Data 10

T   :How to turn on tv or radio. Bagaimana menghidupkan tv, menggunakan komputer, bagaimana menghidupkan radio dan lain-lain. Nah, ini yang disebut procedure text yang manual. Yang kedua adalah food recipe. Nah, ini paling enak kalau sering kita dengar dan lihat di majalah.

S   *:[silent, listening to the teacher]*

[VG/L37-L38]

11. Asserting about the material

The next way of teacher taught the students how to write was by asserting about the material as shown in data below:

In this ways, the teacher asserting the material about the generic structure of

Data 11

T   : Nah kitaingatlagikalodia di simple past kalokpositifnyakitamenggunakan V2 kaloknegatifnyamenggunakan V1 kalokinterogatifnyamenggunakan V1, yang keduamenggunakan conjunction adv of time, nah conjuction.

S   : *[silent, listening to the teacher]*

[VG/L24-L25]

12. Appreciating the students' answer

The next way of teacher taught the students how to write was by appreciating students' answer. By appreciating the students' anwer, the teacher can motivate and appreciate all of the effort was doing by students. The data shown below:

Data 12

T   : Good, thank you. Nah itu lah pengertian dari procedure text. Nanti kita lanjutkan bagaimana itu procedure text dan cara membuatnya. Nah, the purpose of procedure text is to provide instruction for making something, doing something, or getting something.

S   : [silent, listening to the teacher]

[VG/L23-L24]

13. Giving command to the students

The next way of teacher taught the students to write was by giving command to the students, in this section, there was some ways of the teacher giving command to the students the data shown below:

Data 13

T   : Coba diperhatikan sekali lagi. Nanti miss akan suruh supaya kalian membuatkan yang seperti ini ya. Perhatikan ya, yang mana identification tadi yang mana description nya. Sudah jelas ya.

T+S: [watching the video]

[VG/L73-74]

14. Giving a clue to the students

In this way, the teacher taught the students how to write text was by giving a clue to the students, the data can be seen below:

Data 14

T   : ir. Soekarno, judul yang tepat sebagai identification disini adalah..

S1   : Soekarno adalah presiden Indonesia yang pertama.

[VG/L77-L78]

15. Correcting the students' answer

In this way, the teacher taught the students to write was by correcting the students' answer as shown below:

In this data, the teacher correcting students' answer in order to avoid the mistakes from the students. The teacher correcting the students' answer by adding some information about material.

Data 15

S3   : While...

T   : Ya, while

[VG/L28-L29]

16. Informing the rule of task

Another way of the teacher taught the students how to write was by informing the students how to do the task. Informing how to do the task could be done by explaining how to do the task snd the rule of the task. The purpose of the informing the students how to do the task was to help the students make the task easly. The data was shown below:

Data 16

T   : Trima kasih sudah bersedia mengumpul dan menyiapkan tugasnya. Nah, hari ini sesuai dengan tujuan pembelajaran kita. Semoga kita bisa memahami tentang procedure text. Nanti miss minta dalam prakteknya selain bisa menulis tentang procedure text kita bisa mempraktekkannya seperti tadi mencuci tangan. Dan minggu depan miss minta kalian setiap kelompok yang sudah dibagi supaya mempersiapkan diri, menggunakan slide, mempresentasikan judul dan juga materi procedure text yang sudah ditentukan tadi di depan kelas. Paham?

S   : Paham miss.

[VG/L143-L14

17. Checking the students task

The next way of the teacher taught the students how to write was by checking the students' task, the teacher could know wheter the students finished their task or not. The data shown below:

Data 17

T   : Have you finish it?

S   : Finish miss.

[VG/L61-L62]

18. Asking for students to collect the task

The next way of the teacher taught the students how to write was by asking for students to collect the task. The data shown in data 18.

Data 18

T   :Ok thank you for all of you, now please collect to your friends this exercise book.
S4 : [collect the excercise books]
[VG/L56-L57]

19. Giving punishment for students
In this way, the teacher taught the students how to write was by giving punishment for students as shown in data below:

Data 19
T   : Sekarang miss mau tanya. Siapa yang belum siap? Ada?
S   : Ada miss
T   : Ok, group satu siap?
S1 : siap miss.
T   : Group 2?
S3 : Siap miss.
T   : Group 3?
S5 : Siap miss.
T   : Group 4?
S7 : belum miss.
T   : Group 5?
S9 : Tidak siap miss.
T   : Nanti bagi group yang tidak siap akan dikurangi nilaimya. Tapi tugasnya harus tetap dikumpul besok paling lama jam 8. Tapi nilainya dikurangi berhubung karena tidak tepat waktu.
S   : Yahhh
[VG/L13-L24]

20. Asking for students to presentation
Another way of the teacher taught the students how to write was by asking for students to presentation. The data shown below:

Data 20
T   : Ok, langsung saja kepada group one maju ke depan untuk presentasi tentang materi procedure text. Ok, silahkan ke depan.

[VG/L25]

21. Observe students' presentation
In this way, the teacher taught the students how to write was by observe students' presentation as shown in data below:

Data 21
S1 : Hello my friends, good morning
S   : good morning.
S1 : Ok, here we want to present our discussion about how to do Intravenous Feeding or Infuse. I want Introduce my self. My name is Perbina Ayu Aksari and my friend's name is Meilina Harianja. Ok, the material are:
S2 : 1. Tray, 2. Hand scoon, 3. Perlak, 4. Standart Infuse, 5. Fluid in ascordance with the patien's roads, 6. Abocath accoding to size, 7. Tourniqueet, 8. Cotton alcohol, 9. Piaster, 10. Scissors, 11. Sterile gaute, 12. Betadine, 13. Spat. And the steps are :

S1 : a. Tool near the patien
b. explain the procedure to be performed to the patien
c. nurse hand wash
d. perlak and base placed
e. bottle of liquid susfended
f. close the desinfected, liquid bottle with alcohol.
g. close the needle is opemed, the liquid. Flowed out, so the air is not in the pipe.
h. do dam with tourniquet
i. nurse handscoon fatrs
j. disinfection of the area to be pierced, then the needle is putctured into vein with the needle tole up.
k. if successful blood will come out
l. pill the iv needle and connect it with iv to be.
m. when the drops smothly the base of the needle is attached to the skin with plaster.
n. do disinfection with kassa betadine.
o. clean up the tool that has been used
p. the patient is trimmed and posttonet comfortable
q. nurse hand wash. Thats all our presentation. Thank you.
S+T:[giving appalus]
[VG/L28-L34]

22. Giving correction for students' presentation

The next way was by giving correction to the students as shown in data below, the purpose of giving correction to the students was heloed the how to write was by closing the lesson. In this closing, the teacher hope that the sudents coul understood how to wtite theitr own text, based on fuction and types of text due to when the stu dents already new about the function and types of text, it could easire the students made a text, the data shown below:

Data 22

T   : Ok, trima kasih kepada group 1.2,dan 3.
S   : [silent, listening to the teacher]
T   : Dan mungkin waktu kita sudah tidak banyak lagi, tapi miss mau komentari dulu tentang bagaimana yang sudah diperesentasikan kawan kalian. Tadi group satu mempresentasikan tentang bagaimana cara menginfus pasien sedangkan group yang kedua yaitu cara menggosok gigi pasien dan yang terakhir yaitu bagaimana memandikan pasien di tempat tidur. Nah mulai dari group 1-3 ada kekurangan dan ada kelebihan. Ada yang presentasi hanya monoton dan hanya membaca saja. Dan ada juga yang pronouncation nya masih sangat kurang.
S   : [silent, listening to the teacher]
[VG/L48-L51]

23. Closing the lesson

The last ways was by closing the lesson as shown in data below:
Data 23

T : ok, jadi miss rasa demikian. Besok yang tidak siap tadi segera mengumpul tugas nya dan juga jangan lupa dibaca bukunya untuk materi selanjutnya. Ok, sampai jupa besok. Good morning.

S : good morning miss

[VG/L54-L56]

Table 4.1 Teacher's Ways in Teaching Writing

Stages of Teaching	Coding for Grouping	Identification of Teacher's Verbal Ways	Total of Ways
Opening Activity	1	Giving greeting	4
	2	Asking the students for praying	2
	3	Checking the attendance list	4
	4	Asking for the last home work	3
	5	Introducing the topic	3
Main Instruction Activity	6	Asking for students' knowledge about the material	26
	7	Informing the concept of material	17
	8	Asking for students' understanding	13
	9	Accepting the students' answer	12
	10	Giving te example about the material	11
	11	Asserting about the material	4
	12	Appreciating the students' answer	3
	13	Giving command	4
	14	Giving the clue to the students	2
	15	Correcting the students' answer	1
	16	Informing the rule of task	6
	17	Checking the students' task	5
	18	Asking for students to collect the task	1
	19	Observe students' presentation	3
	20	Giving punishment for	1

		students	
	21	Asking for students to presentation	3
	22	Giving correction for students' presentation	1
Closing the Lesson	23	Closing the lesson	4
	Total Ways		133

The 23 teaching ways of teaching writing could also be classified into 3 parts, they are (1) Opening session, (2) Doing main instruction, and (3) Closing session. Among the three parts ways in teaching writing, the main instruction was included into the most importand finding. In the main activity, the total ways in teaching writing were 133 which separated into 23 main ways.

B. The Content Taught with the Teacher's Ways

1. The Definition of material text

The first content of materials was about teaching the definition of topic. In this section, the teacher informed to the students about the definition of recount text.

Data 24a

T: recount text adalah salah satu bentuk text yang menceritakan kisah-kisah di masa lampau baik pengalaman pribadi, maupun pengalaman kelompok tertentu yang dibuat dalam bahasa inggris.
S: [*silent, listening to the teacher*]
[VG/L14-L15]

2. Types of material text

The second content of materials was about the types of text as following:

Data 29

T   : Ok selanjutnya, nah macammacam recount yang pertamayaitu personal recount text yaitujenis recount text yangmenceritakanpengalamanpribadi, sepertimenceritakanpengalamanpribadikamu, sipenulissepertimenulispengalamanliburan, pengalamandisekolah, pengalamantakterlupakan yang masihitaingat. Ini yang pertama, selanjutnyaadalah imaginer recount text adalahjenis recount text yang menceritakanimajinasipenulistentangsuatuhaldandituluskandengan past tense.

S   : [*silent, listening to the teacher*]

[VG/L34-L35]

3. The generic structure of text materials

The third content of materials was about the generic structure of text as following:

Data 30
T : Nah, selanjutnya strukturnya ada tiga. Yang pertama adalah orientation, yang kedua adalah event itu adalah isinya, yang ketiga adalah reorientation,
S : *[silent, listening to the teacher]*

[VG/L38-L39]

4. The language features of text materials

The next content of materials was about the language features of text as following:

Data 31
T : Now, let see. Using simple present. Jadi yang digunakan disitu adalah verb one, bentuk kata kerja yang pertama. Yang ketiga, using conecting or sequens atau rangkaian urutan penghubung waktu.

S :*[silent, listening to the teacher]*

[VG/L71-L72]

5. Commanding the students to do the task

After the teacher finished explaining the material, the teacher commanded her students to write a text and found the steps provided in the text.

Data 32
T :Sudah semua paham ya, sekarang silahkan buat recount text yang terdiri dari 3 point tadi yang terdiri dari orientation, event, re-orientetion, miss kasi waktu sekitar 20 menit, silahkan dimulai.

S : [writing]

[VG/L52-L53]

Table 4.2 Content of Teaching Writing

No .	Content	Total of ways
1	Definition of text	3
2	Types of text	18
3	Generic structure of text	16
4	Language feature of text	8
5	Commanding the students to do the task	6
	Total	51

C. Teacher's Reasons behind the Process of Teaching Writing

The second problem of this research was answered by analyzing the interview transcription of the teacher deeply. The researcher found out that there were four reasons underlying the process of teachig writing. the reasons were presented as follows:

1. Teacher believed that reminding the students the definition of material make the them be able to differentiate the text

Data 1

R : Pada saat penelitian sebelumnya, ibu langsung langsung memberikan informasi kepada siswa tentang materi yang akan ibu ajarkan. Boleh saya tau apa tujuan ibu melakukan hal demikian?

T : Karena text yang kemarin itu kan termasuk text yang mudah. Maksud saya, anak-anak pasti sudah pernah belajar sebelumya. Jadi saya hanya mengingatkan kembali defenisinya kepada siswa.

R : Maksudnya mengingatkan kembali bagaimana bu?

T : Maksud saya, itu hanya menjadi pengantar saja agar siswa ingat tentang defenisi text tersebut.

R : Ok, boleh saya tau kaitanya dengan writing itu apa bu?

T : Defenisi text itu kan menjelaskan seperti apa bentuk dari text yang akan dipelajari. Kemudian, ketika siswa diberikan defenisi ini, mereka akan ingat bahwasanya ketika mereka disuruh untuk membuat text, text yang mereka buat itu harus sama dengan defenisi yang saya sampaikan sebelumnya. Bukan text yang lain. Jadi siswa bisa membedakan jenis text apa yang akan mereka buat.

As seen in data 1, the teacher stated that her act of informing to the students about the definition of material was meant to remind the students. By informing

the definition of material, the students were able to differentiate a text. Whether the text that they made is about descriptive, recount, and etc.

2. **Teacher believed that by knowing the purpose of material, the students are able to differ a text with other texts.**

Data 2

R   : oh, begitu. Kemudian kenapa ibu menjelaskan fungsi atau tujuan dari text itu dengan cara memberikan contoh, misalnya seperti kemarin procedure tex, tentang cara membuat makanan?

T   : Hal itu dilakukan untuk membuat siswa lebih mudah mengingat tujuan text tersebut dan bisa membedakanya dengan text yang lain.

R   : Bisa dijelaskan lebih rinci lagi bu?

T   : Semua siswa pasti pernah mendengar tentang cara membuat sesuatu atau cara melakukan sesuatu. Nah, itu kan sangat kita butuhkan dalam kehidupan sehari-hari. Tanpa sadar siswa belajar procedure dari apa yang mereka sudah lakukan. Misalnya lagi pada descriptive atau pun recount. Dari tujuan yang saya sampaikan mereka pasti berpikir tentang text tersebut. Dan mereka pasti akan lebih mudah mengingatnya.

As seen in data , the teacher taught the purpose of materials so that the students are able to differ a text with other text.

3. **Teacher believed that the generic structure and language features helped the students know the steps of writing a text.**

Data 3

R   : Baiklah, ibu juga menjabarkan bagian dari generic structure dan language feature di text yang ibu ajarkan. Apa tujuan ibu melakukan hal demikian?

T   : Supaya siswa tidak mengalami kesulitan dalam menulis text tersebut.

R   :Bisa dijelaskan maksudnya bagaimana bu?

T   :Maksud saya supaya lebih terstruktur. Kalau membuat descriptive text misalnya, dimulai dari identification terlebih dahulu, berarti kan dimulai menentukan siapa orangnya atau benda apa, atau tempat apa. Identification berarti bagaimana gambarannya atau deskripsinya. Jadi jelas dia urutannya dan tidak tebalik-balik

As seen in data 3, the teacher believe that if the students comprehend the generic structure and language feature of a text, it helps the students to know the steps for their writing later.

4. **The teacher believed that by giving the task from the easiest types, the students will slowly be able to write their own texts later.**

Data 4

R   :kemudian untuk penugasan itu, kenapa ibu beri tugas menulis text yang begitu?

T : kebetulam mereka kan sudah pernah belajar sebelumnya tentang materi tersebut, tapi belum secara mendalam. Jadi saya pikir diberi tugas yang mudah-mudah saja dulu, supaya mereka bisa menguasai generic structure, ataupun yang lain nya dari yang mudah supaya mereka juga mudah menginatnya.

As seen in data 4, the teacher want to test the ability of mastering the generic structure at first because she want her students to learn to write slowly.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the research result, the teacher did 23 ways in the teaching writing for students of SMK Wirahusada Medan, they are: greeting the students, asking the students for praying, checking the attendance list, asking for the last homework, introducing the topic, asking for students' knowledge about the material, informing the concept of material, asking for students' understanding, accepting the students' answer, giving the example about the material, asserting about the material, appreciating the students' answer, giving command, giving the clue to the students, correcting the students answer, informing the rule of task, checking the students' task, asking for students to collect the task , giving punihment for students, asking for students to presentation, observe students' presentation,giving correction for students' presentation, and closing the lesson.

Meanwhile in the contents of writing material, there are 5 content: definition of text, types of text, generic structure of text, language features of text and commanding the students to do the task.

The underlying reasons of the teacher's ways in the teaching of writing text were due to: Teacher believed that by reminding the definition of material make the students be able to differentiate the text, Teacher believed that by knowing the purpose of material, the students are able to differ a text with another text, Teacher believed that the generic structure and language feature help the students know the steps of writing a text, The teacher believed that by giving the task from the easiest types, the students will slowly be able to write their own text later.

Suggestions

1) The ways of teacher on teaching writing should be comprehensive because the research findings showed that most teacher's ways focused on teaching the genre knowledge of text. The process of teaching should also focuse on teaching the students how to write text.

2) Based on the result of interview, the teacher should improve his knowledge in mastering the concept of teaching writing to produce a good quality of writing.

3) It is suggested for other researcher to conduct different research approach in order to get further snalysis on the theory of teaching writing.

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