

A Study on Classroom Management of Writing Skill Instruction to the Eighth Grade Students of SMP Negeri 16 Banda Aceh

INFO PENULIS

Teuku Mahmud
Bina Bangsa Getsempena University
mahmud@bbg.ac.id
Sariakin
Bina Bangsa Getsempena University
sariakin@bbg.ac.id
Hijjatul Qamariah
Bina Bangsa Getsempena University
hijjatul@bbg.ac.id

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Abstrak

Penelitian ini bertujuan untuk mengetahui: (1) bagaimana guru SMP Negeri 16 Banda Aceh mempersiapkan pembelajaran keterampilan menulis, (2) bagaimana guru SMP Negeri 16 Banda Aceh melaksanakan pembelajaran menulis, (3) bagaimana guru SMP Negeri 16 Banda Aceh mengevaluasi hasil pembelajaran menulis, dan (4) pengaruh pembelajaran keterampilan menulis terhadap prestasi belajar siswa SMP Negeri 16 Banda Aceh. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah dua orang guru bahasa Inggris yang mengajar keterampilan menulis pada siswa kelas VIII. Instrumen yang digunakan untuk mengumpulkan data adalah observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis dengan (1) memeriksa persiapan pengajaran keterampilan menulis, (2) mengklasifikasikan proses belajar mengajar, (3) menganalisis apakah proses pengajaran keterampilan menulis di sekolah, dan (4) memeriksa bagaimana guru mengevaluasi hasil pengajaran keterampilan menulis di sekolah. Hasil penelitian menunjukkan guru biasanya menyusun RPP, program tahunan, dan program semester. Selain itu, materi pengajaran menulis disusun dalam satu paket agar target proses pengajaran dapat tercapai secara efektif. Silabus disusun berdasarkan kebutuhan siswa dalam mempelajari keterampilan menulis. Tim penyusun silabus melakukan penilaian kebutuhan sebelum menyusun silabus. Dalam melakukan proses belajar mengajar, guru menerapkan permainan dan gambar. Selain itu, guru biasanya mengelompokkan siswa ke dalam beberapa kelompok. Setiap kelompok terdiri dari 4 siswa. Selanjutnya, penggunaan berbagai metode atau teknik bertujuan agar siswa tidak bosan. Pembelajaran keterampilan menulis yang diterapkan guru berada pada kategori efektif. Oleh karena itu, ini memiliki dampak yang baik pada kemampuan menulis siswa. Hal ini dibuktikan dengan kemampuan menulis siswa dalam kategori baik.

Kata Kunci: Manajemen, Keterampilan Menulis, Pengajaran

Abstract

The aims of reasearch are to find out: (1) how the teachers of SMP Negeri 16 Banda Aceh prepare writing skill instruction, (2) how teachers of SMP Negeri 16 Banda Aceh implement writing instruction, (3) how the teachers of SMP Negeri 16 Banda Aceh evaluate the result of writing instruction, and (4) the impacts of the writing skill instruction on the students' achievement of SMP Negeri 16 Banda Aceh. The research design used in this research was descriptive qualitative research. The subjects of this research were two English teachers who taught writing skills at the eighth grade students .The instruments used to collect data were observation, interview, and documentation. The data gotten was analyzed by (1) checking the preparation teaching writing skill instruction, (2) classifying the teaching and learning process, (3) analyzing whether the process of teaching writing skill at school, and (4) checking how the teachers evaluate the result of teaching writing skill at the school. The research's result shows that the teachers usually prepare lesson plan, annual program, and semester program. Besides, the materials of teaching writing are prepared for one package in order that the target of teaching process can be reached effectively. Syllabus is arranged based on the students' need in learning writing skill. The team of arranging syllabus conducts needs assessment before arranging syllabus. In conducting teaching and learning process, the teachers apply games and pictures. Besides, the teachers usually group the students into some groups. Every group consists of 4 students. Next, using various methods or techniques aim to make the students not bored. The instruction of writing skill that the teachers apply is in effective category. Therefore, it has a good impact on the students' writing ability. It is proved the students' writing ability is in good category.

Key Words: Management, Writing Skill, Instruction

A. Introduction

English is an international language, thus it is must be taught to students start from secondary school till university level. There are four language skills in English; speaking, listening, reading, and speaking that must be taught at schools. However teachers usually face various problems in teaching English at schools especially in teaching writing. Besides, they face different problems in various situations in teaching writing.

Each text has different characteristics. There are generic social function, structure and lexica grammatical features. The student usually can differentiate each text from another and they mix all kinds of texts. This will be a challenge for the teachers to find out how the students can distinguish each kind of text from another.

Next, writing involves some language components (spelling, grammar, vocabulary, and punctuation). This is in line with what is stated by Chakravarty and Boehme (2004), writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

There are various ways to organize the sentences in a piece of writing. One of them is descriptive text. Recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. In the recount text, the sentences are usually organized according to time order or chronological order. One thing happens and then another thing happens, and the events are told in the same order.

Regarding this study, SMP Negeri 16 Banda Aceh is research participant recorded the quality of teaching learning process of English especially writing in the school shows satisfactory performance. Furthermore, general students of the school always meet required standard in mastering English especially in writing skill. Based on the fact, the researchers make an investigation to figure out on what may cause the success, and then the researches assume that teaching and learning process of writing skill or the instruction of writing can take part of the success.

As a matter of fact, a teacher plays a vital rule in teaching learning process. Learning and Instruction are tens used commonly in classroom situations. According to Brown (2007), learning is a term we use quite often to express varied things. We, as teachers, are interested to see that all students learn well.

A teacher is interested in entering the teaching profession. In any case, all students have the experience of learning. They would surely have their own understanding about legging. A

teacher might have defined learning as one or more of the following or something similar to any of these: a knowing laws and definitions; a being able to perform certain things such as experiments, calculations etc.; being able to read, write, speak and comprehend a language; being able to solve problems or make decisions applying knowledge. All these and many more, take place due to learning. There-are different schools of psychology looking at the learning process differently.

Brown (2007) states learning as a change in individual cognitive competence. Furthermore, Larsen (2000) views learning as the construction of new learning experiences by the learner which is a result of the interplay between cognition and the social context in which the learners are situated. We may not debate on this issue here, but will consider both the views for giving a simple definition for learning.

Based on the opinions, it can be concluded that learning may be regarded as a change in behavior and in the cognitive structure of an individual. In other words, when an individual learns, he shifts from an initial cognitive structure with its corresponding behavior to a different cognitive structure and its corresponding behavior.

Since the result of learning process is influenced by learning environment, thus it is good to be discussed. As we know, environment consists of living and non-living things. For an individual, or everything other is part of the environment such as air, water, food, light, wind, plants, animals, outlier human beings, and many more. Take the example of a child. He interacts with various sounds existing in the environment, and tries to imitate and utter similar sounds. He learns many things through the interaction. While he learns many new things from his elders; his elders also learn by interacting with the child. Hence, when an individual interacts with another individual in his environment and learns, for the second individual, the first one is part of the environment.

At schools, the students learn by interacting with teachers, classmates, equipment, chemicals and other such components that are designed purposively to cause students' learning. This type of learning generally happen in a formal way and, therefore, nearly experts called it as formal learning.

Next, a management of classroom in teaching and learning process is very important to get a good result of an instruction. Thus, classroom management of an instruction influences the result of teaching and learning process. Zuckerman (2007) mentions management of an instruction is a rule behavior of teaching or learning which has purposed at organizing learning and learning activities. There are many ways to increase students' proficiency in writing such as managing classroom and encouraging student's interest to write in class. This will be applying through creating English sentences on classroom, English-written picture posters, English written magazines, etc. They will be inspired because classroom as an opportunity for learning and language practicing.

Emmer and Stough (2001) state that classroom one of the appropriate places that students can learn. Applying a proper instruction is a classroom that provide as many as possible opportunities for students to use English and to enjoy learning it. This research is intended to analyze the rule of teaching writing or teaching learning process of writing at SMP Negeri 16 Banda Aceh.

There are some factors that the school is to be researched and of them is that students' writing ability of the school is good. One of causes that makes their ability good in writing is the classroom management that was conducted by teachers run well. This information is gotten when preliminary research was conducted. Therefore, the researchers want to investigate the condition and situation of writing instruction or teaching learning process of writing at the school.

Writings are more complex and difficult teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgment, because of the difficulties of writing, some efforts have been done to solve the problem (Sharpies, 2009).

Based on Heaton's opinion, it can be concluded that writing is a very important subject because in writing someone must share idea from our brain, it is not easy to translate concept in our brain to be a written language, and we must also be clever to choose and to combine the vocabulary to create something that is meaningful. We also must pay attention to the grammar, thus it is normal if the student think that writing is a difficult subject because they must pay attention to many things (idea, concept, vocabulary and grammar). Besides that reason, there is another factor that makes writing be the most difficult subject. The other reason is that there are a lot of many kinds of texts in English, such as narrative, descriptive, recount, spoof and

many more. However, learning writing skill is to be easy if a teacher can conduct classroom management of writing instruction well.

B. METHODOLOGY

The researcher applied qualitative research and the research design was descriptive qualitative research. The descriptive research used to find out the description classroom management of writing instruction which was applied at SMP Negeri 16 Banda Aceh. The Subject of the Research is the whole number of people and inhabitants occupying a specific geographical locality or it is the total number or amount of things, especially within a given area or it is a part (as in population) used for purpose of investigating and comparing properties (Creswell, 2008).

The objects of this research was all students of class VIII¹. The total number of the students were 32. The students of class VIII¹ were taken as the objects of this research because the students' competence of the class was better than the students of the other classes. In collecting the needed data, The instruments were used observation, interview, and documentation. In analyzing data, some steps were done and the steps were (1) checking the preparation of teaching writing skill, (2) classifying the teaching and learning process, (3) analyzing whether the process of teaching writing skill at school, and (4) checking how the teachers evaluated the result of teaching writing skill at the school.

C. Finding and Discussion

1. Finding

1. Teaching Preparation

Before the teachers conducted the teaching and learning process, the teachers must prepare the teaching preparation as one of their duties. They need to plan what they want to do in the classroom to help them conduct the teaching and learning process effectively and efficiently.

There are two reasons for planning the lesson plans; first, the teachers plan for external reasons in order to feel more confident, to learn the subject better, to enable the lesson to run more smoothly, and to anticipate problems before they occur. Second, teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide the substitute teachers in case the classrooms need ones.

Furthermore, the importance of lesson plan relates to Hammer's opinion (2004) that states some teachers with experience seem to have an ability to think on their own feet, which allow them to believe that they do not need to plan their lesson, however most teachers go on preparing lessons throughout their careers, even if the plans are very informal.

2. Classroom Management of Teaching and Learning Process

To obtain the data about teaching and learning process, the writer interviewed the English teachers by asking some questions about what and how the teachers at SMP Negeri 16 Banda Aceh conducted the classroom management of teaching learning process in writing skill. Based on the observation that all teachers did pre-activities, all teachers performed the activities of opening classes by greeting, reviewing previous materials, apperception, and motivation. Next, in main activities, the teachers applied varied approaches in presenting materials. All of them applied learner-centered language teaching or learner-centered approach in teaching English.

Furthermore, the teachers applied learner-centered approach in teaching writing skill. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It meant that it was not forbidden for the teachers to garner other approaches whenever necessary as it did not dominate the classroom intern.

In terms of language components such as structure and vocabulary, the 2013 curriculum suggested to teach language skills and language components to be integrated.

Teaching of language components plays an important role in developing language skills even sometimes they taught them separately when it was needed. Two items of data from the interview present a discussion on how the teachers taught writing skill

In the case of teaching and learning, learner-centered activities were often used in the teaching process, the teachers often presented describing and drawing and information.. In realization of learner-centered activities, the teachers always ordered the students to sit in group.

In addition, all of the teachers did pre-activities. These activities included greeting, reviewing previous material, apperception and motivation. All of them gave instructions to start the new teaching process. All of teachers gave learner-centered activities in teaching English classes such as role play, problem solving and the like all of the teachers gave these activities by grouping the students.

All of the teachers instructed the students to take note on utterances. But, they garnered different techniques to do this. The both teachers arranged the student to work in groups, write their utterances on a peace of paper and posted it on the wall. Then, the posted works were corrected by another group. The both teachers assigned them to write on their exercise books and sometime on the whiteboard. It depended on the situation of the classroom.

Next, the teachers used to motivate the students to study writing skill every time in order that they could write well. The teachers used to review the previous material/lesson to know that the students were still able to write the previous material or not. The teachers used to apply picture in teaching writing skill. In applying picture, the students were grouped into some groups. One group consisted of four till five students. Next, they were asked to tell the topic that relates to picture and asked to write in short paragraph. After they wrote a paragraph that related to the picture presented, one of them was asked to write their writing on the white board. Sometimes, the teachers hang on the picture on the white board and sometimes distributed it to every students or only every group. It depended on the situation and condition.

Besides applying picture in teaching writing skill, the teachers grouped the students to be some groups consisting 4 students. They asked to participate in discussing the topic given and they were asked to help one another.

3. The Evaluation of the Result of Teaching Writing Skill

It is normal to know the success of teaching and learning process, every teacher must conduct an evaluation. There are some kinds evaluation that can be used in evaluating the success of teaching and learning process such as group work evaluation, individual evaluation, pair work evaluation, and written test.

To know how the teachers of SMP Negeri 16 Banda Aceh evaluate the result of teaching and learning process of writing skill, the both teachers were interviewed. Based on the result interview, it was found that after teaching and learning process, the teachers conducted an evaluation to know the success of teaching and learning process and the students' achievement in mastering the subject that had been discussed. In evaluating, the teachers used to evaluate by giving a written test individually.

4. The Impact of the Classroom Management of Writing Instruction on the Students' Writing Ability

The teachers used various techniques and methods in conducting classroom management of teaching and learning process in order that the students did not fell bored. Besides, they felt happy and motivated in learning writing skill because the teacher used to retell or discuss the students' problems in understanding the subject given till they understood. Furthermore, they said that those ways had a good impact on the students' writing ability. They added the condition can be proven from the result of the students' test.

Based on the test, the students' average score of the result test was 71.75. When it is related to Daryanto's statement, thus the students' average score is in good category. According to Daryanto (2005), there are three scales of score and the scales are presented in the following table.

Table. The Scale of Score

Score 100	Score 10	Teacher Training and Education Faculty	Letter	Category
80 – 100	8.0 – 10	8.1 – 10	A	Very Good
66 – 79	6.6 – 7.9	6.6 – 8.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Sufficient
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Less
30 - 39	3.0 – 3.9	0 – 4.0	E	Fail

Based on the table, the students' average score is in good category because it is 71.75. The score in Teacher Training and Educational Faculty should be 7.1 and it is also in good category. Next, based on the students' score, thus the management of teaching writing skill at school has a good impact to the students' writing ability because the students' average score is in good category (71.75).

2. Discussion

Some factors such as classroom management, teachers' preparation, facilities, method or technique used in an instruction influence the result of the instruction. The management of an instruction is very important because it affects the result of teaching and learning process. A good classroom management strategy in teaching and learning process will affect a good result.

The aim of preparing lesson plan is to get the result of teaching process maximally. Next, the materials of teaching writing is prepared for one package in order that the target of teaching process can be reached effectively. Syllabus is arranged based on the students' need in learning writing skill. The team of arranging syllabus conducts needs assessment before arranging syllabus.

Meanwhile, the effective week of teaching learning process is arranged for one package in order that teaching writing skill is effective to reach a good result in a week. The effective week is arranged by considering the package of learning writing skill for students' need. Thus, the effective week is one of factors that affects the success of teaching and learning process.

The classroom management of teaching and learning process is one of the factors that affect the success of the activity. If the classroom management of teaching and learning process is good and effective thus it has a good impact to the success of teaching and learning process. Thus, it also has a good impact to the students' writing ability. Next, in conducting classroom management of teaching and learning process, the teachers of SMP Negeri 16 Banda Aceh usually did a good preparation. They usually prepare lesson plan included; a year program, syllabus, and teaching plan. Teaching plan is very important before teaching and learning process is conducted. It is a guidance for conducting teaching and learning process.

The classroom management of teaching and learning process that is applied by the teachers is by applying learner-centered approach. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. It meant it is not forbidden for the teachers to garner other approaches whenever necessary as it did not dominate the classroom intern. The teachers apply learner-centered approach in order that the students are more active in teaching and learning process. When learner-centered approach is applied thus the students' creation is more seemed. It means the students are more creative meanwhile the teacher is as facilitator who controls and guides the students in learning process. It relates to Littlewood's statement (2005) states that there are two reasons for planning the lesson plans; first, the teachers plan for external reasons in order to feel more confident, to learn the subject better, to enable the lesson to run more smoothly, and to anticipate problems before they occur. Second, teachers plan for external reasons in order to satisfy the expectations of the principal or supervisor and to guide the substitute teachers in case the classrooms need ones.

Next, in conducting the management of teaching and learning process writing skill, the teachers usually group them to be some groups. Besides, they sometimes apply pictures in teaching learning process of writing skill. In applying picture, they usually hang it on white board or distributed to every student. Next, the teachers discuss it and ask the students to write a short paragraph that relates to the picture. The teachers usually ask the students to discuss the topic given and ask them to help one other.

To make the students not bored, the teachers sometimes apply some various techniques or methods. There are some kinds of strategies and of the strategies is group discussion. In grouping, the students are grouped to some groups. One group consists of 4 students. They help one another in their group. Choosing method or technique in teaching writing skill depends on situation and condition and materials that will be taught.

The teachers always give test after teaching learning process for monitoring the result of teaching learning process. The teacher always requires the students to write a short paragraph in order to make them able to write well. Based on the students' score, it can be said that the class management of teaching writing skill at school has a good impact to the students' writing ability because the students' average score is in good category.

D. Conclusion

Before conducting teaching and learning process, the teachers usually prepare lesson plan and semester program. Besides, the materials of teaching writing is prepared for one package in order that the target of teaching process can be reached effectively. Syllabus is arranged based on the students' need in learning writing skill. The team of arranging syllabus conducts needs assessment before arranging syllabus.

In conducting classroom management of teaching and learning process, the teachers apply learner centered approach in teaching writing skill. However, the teachers sometimes are able to apply more than one approach in conducting the teaching and learning activities based on the situation and condition of the students in the classroom. Besides, the teachers usually apply various methods. Using various methods aims to make the students not bored. Choosing methods or techniques of writing instruction depends on situation and condition and materials which will be taught. In conducting the instruction of writing skill, the teacher usually group the students to be some groups. Every group composes of 4 students. In applying picture, the teachers usually hang the picture on the white board and sometimes distribute the picture to every students. In this way, the students ask to write a short paragraph that relates to the pictures.

The teachers conducted an evaluation to know the students' achievement in writing after teaching and learning process. In evaluating, the teachers used to evaluate by giving a written test individually.

The classroom management of teaching and learning process of writing skill that the teachers apply is in good category (71.75). Therefore, it has a good impact on the students' writing ability.

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