



**OBSERVATIONAL STUDY ON THE TEACHER'S METHOD AND  
ASSESSMENT IN TEACHING WRITING SKILL IN  
A SENIOR HIGH SCHOOL IN JEMBER**

**THESIS**

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JEMBER UNIVERSITY**

**2018**



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Presented to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
English Education Program of Language and Arts Education Department The  
Faculty of Teacher Training and Education

Jember University

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**BIMO ADI NUGROHO**

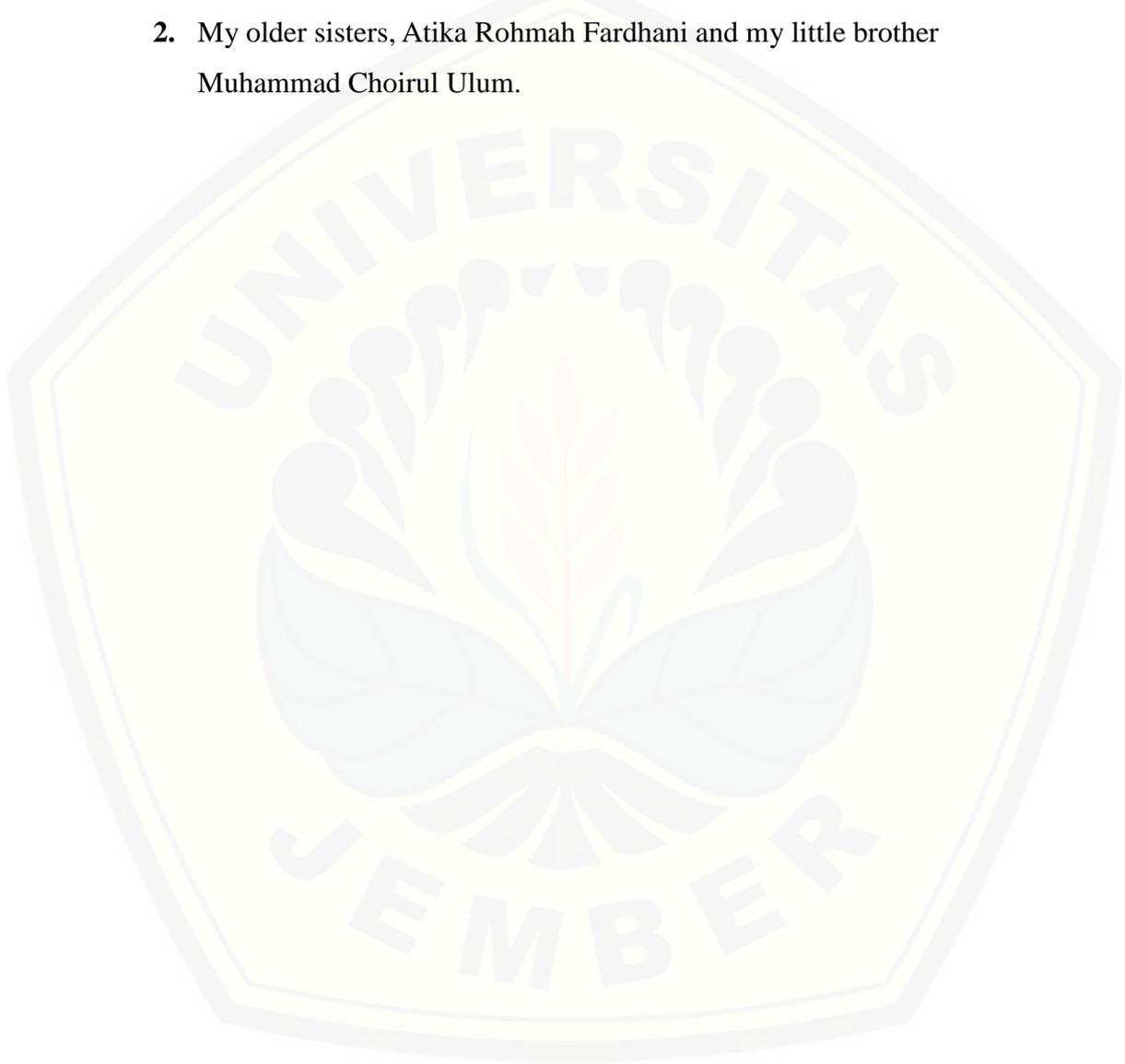
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EDUCATION  
JEMBER UNIVERSITY  
2018**

## **DEDICATION**

This thesis is honorably dedicated to:

1. My beloved father, Sumaryo, and my beloved mother, Mujiati.
2. My older sisters, Atika Rohmah Fardhani and my little brother Muhammad Choirul Ulum.



**STATEMENT OF THESIS AUTHENTICITY**

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Jember, November 2018

The Writer

Bimo Adi Nugroho

**MOTTO**

With guns you can kill terrorists. With education, you can kill terrorism.

~Malala Yousafzai



**CONSULTANT APPROVAL**

**OBSERVATIONAL STUDY ON THE TEACHER'S METHOD AND  
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**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree at the English Education Program of the Language and Arts Education Department of the Faculty of Teacher Training and Education Jember University

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1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language & Arts Department.
3. The Chairperson of English Education Study Program.
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I am aware that this thesis is still not perfect. However, I expect it would be useful not only for myself but also the readers.

Jember, November 2018

The Writer

## SUMMARY

**Observational Study on the Teacher's Method and Assessment in Teaching Writing Skill in a Private Senior High School in Jember.** Bimo Adi Nugroho, 120210401051; 2018; 60 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

Curriculum 2013 has become a guide for the English teachers to teach English in secondary schools since 2013. As targeted in English Curriculum 2013, the English teacher is required to teach writing based on the basic competences stated in the curriculum. The present study is designed as observational research by observing how a senior high school English teacher teaches and assesses writing in SMAN 01 Arjasa Jember.

The data collected in the present study are: (1) the methods in teaching writing, and (2) the assessment methods employed by the teacher in assessing the process and the product of the students' writing. Therefore, interview, observation, and documentation methods are used to collect the data. The obtained data from the observation, and documentation were analyzed by using thematic analysis, i.e., a method for identifying, analyzing and reporting patterns (themes) within data. The goal of the analyzing the data is to know the English teachers' patterns in teaching and assessing the students' writing in SMAN 01 Arjasa Jember.

Findings of the research revealed that the teacher used cooperative learning methods in teaching English writing skill. The teacher applied several different approaches in the teaching activities. In the opening activity, the teacher applied genre based text approach because he focused on the explaining of the genre of the text. In the main activity, the teacher applied process approach because he observed the students and guided the students in writing a good example of explanation or narrative text. In the closing activity, the teacher applied product approach because he asked the student to create a text in the final task.

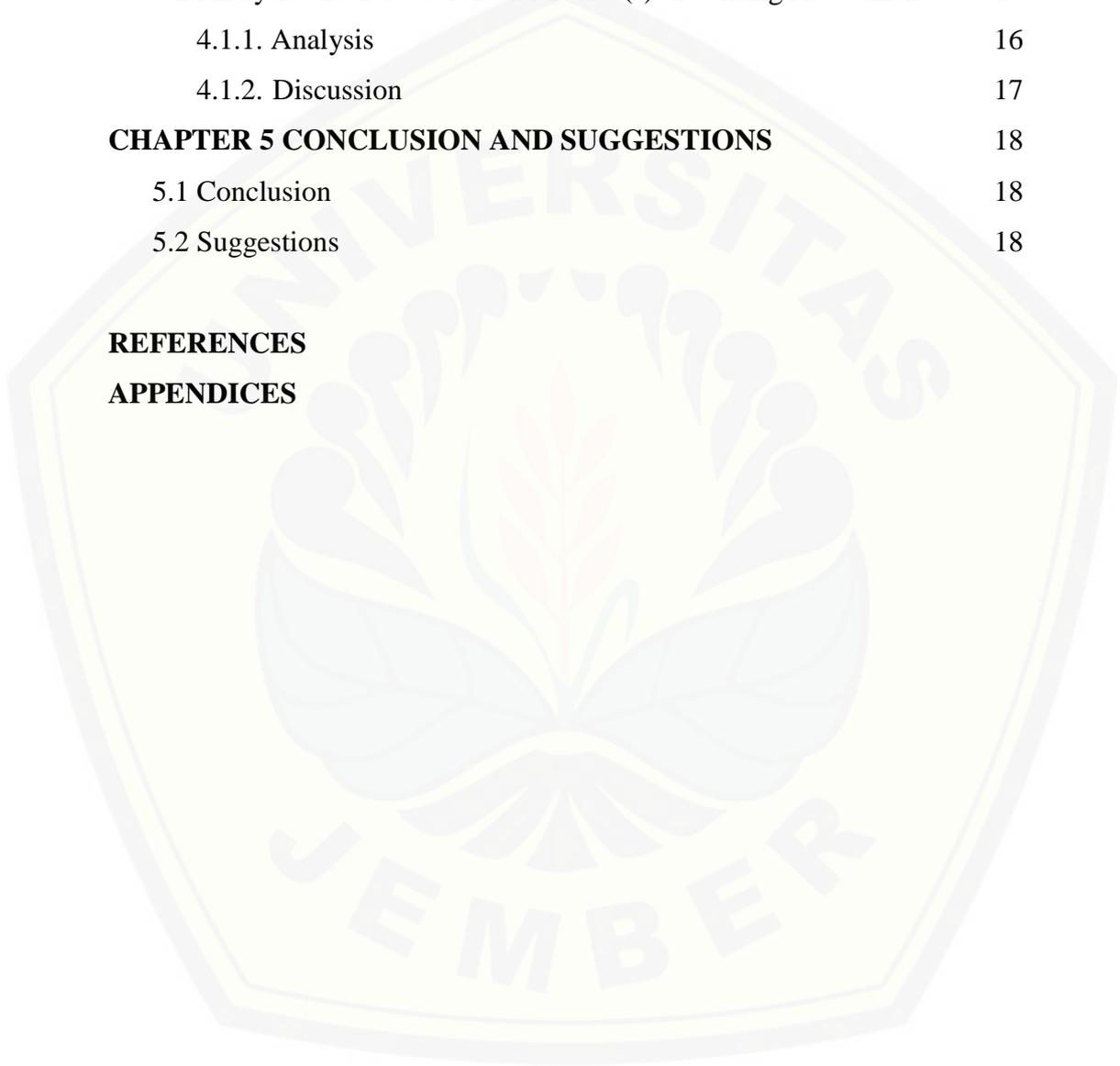
In conducting assessment of writing, the teacher used analytical scoring method supported by scoring rubric to assess the students' writing of the two genres of the text (narrative text and explanation text). The teacher used process assessment in guiding the students to make a good narrative/explanation text and when he giving feedbacks to the students, he also used product assessment to measure the students' final task.

From the findings of the research, it is suggested that the teacher makes variations of the teaching strategy in teaching different types of genre and teaches the students in the right order, although improvisation is permitted but it is recommended to comply with the steps that have been planned in the lesson plan. The teachers should provide a variety of exercises in joint construction of the text. In addition, next researchers also suggested to conduct further research on the teacher's method and assessment in teaching writing in other contexts due to lack of research studies on this issue.

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## CHAPTER 1. INTRODUCTION

This introductory chapter gives readers' information about the research topic, the issue being investigated, the importance of investigating the issue, the position of this research in relation to the related previous studies, the research focus, and the research contributions.

### 1.1 Background of the Research

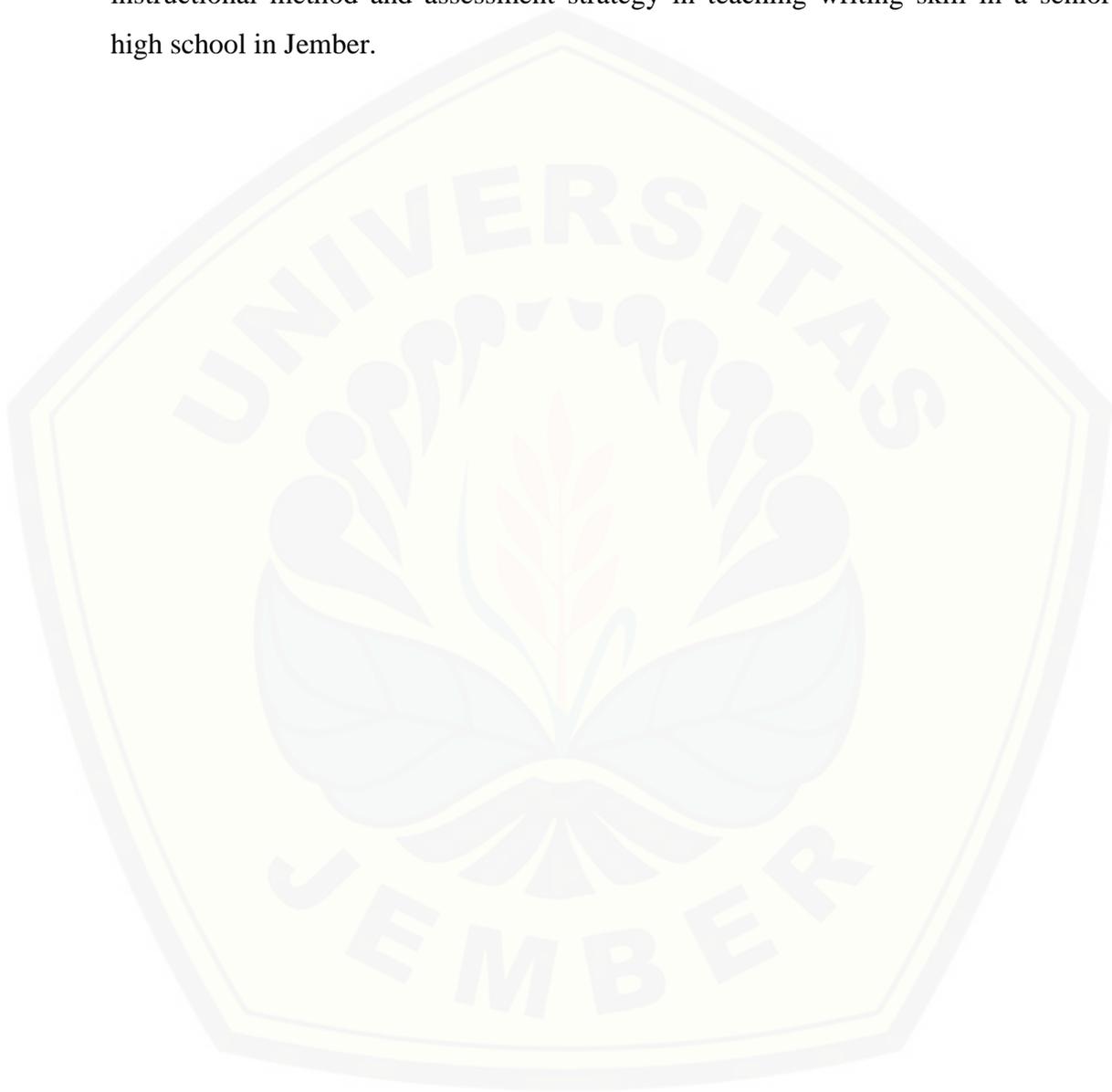
Curriculum 2013 had been implemented in Indonesia since 2013 and became a guide for the English teachers to teach English in secondary schools. In this curriculum, English teachers are required to design their instructions based on the learning goals stated in the basic competences of listening, reading, speaking, and writing. In addition, the aspects of characters or attitudes (known as the spiritual and social values) also became the target learning goals required to be achieved. The learning goals formulated in English curriculum 2013 follow text-based philosophy emphasizing on the attainment of the target texts. Consequently, English teaching and learning process in curriculum 2013 will ideally follow language pedagogy, specifically designed to facilitate the students' mastery of different text types (e.g. genre-based pedagogy, text-based instruction).

As formulated in the curriculum document 2013, 'writing' is one of the skills targeted to be achieved in addition to reading, speaking, and listening. In teaching writing skill, the English teachers need to design it carefully by analyzing the learning target, selecting appropriate language learning materials, teaching media, teaching and assessment methods. These components must be interconnected to one another in order to achieve an effective instructional process and result. How the English teachers select method and assessment methods in the teaching of writing in senior high school becomes the issue to be investigated in the present study.

The present study raising the issue on teaching and assessing writing is important to conduct for a number of reasons. First, little is known from the research reports and journal articles reporting how the English teacher teaches writing in Indonesian secondary schools. Second, previous studies on the issue of teaching writing in secondary schools mostly applied the designs of experimental research and classroom action research. Lastly, the findings of this study are expected to

provide data on how the English teacher in Indonesian senior high school designs writing instruction in the teaching of English.

Based on a number of reasons explained above, this study investigated the teaching of writing employed by an English teacher situated in English as a Foreign Language (EFL) context. The main focus of the present study is on the teacher's instructional method and assessment strategy in teaching writing skill in a senior high school in Jember.



## 1.2 Research Questions

Based on the background of the research, the research questions are formulated as follows:

1. What method(s) of teaching writing does the English teacher employ in teaching writing for senior high school students in Jember?
2. What method(s) of assessment does the English teacher use to assess senior high school students in writing English texts?

## 1.3 Research Objective

Related to the research questions, the objectives of this research are:

1. To describe the methods of teaching writing employed by the English teacher in the teaching of writing in SMAN 01 Arjasa Jember.
2. To describe the methods of writing assessments employed by the English teacher in assessing the senior high school students in writing English texts.

## 1.4 Contribution of the Research

The contribution of the research will be useful for the English teachers and the other researchers.

### 1. The English Teachers

The result of the research is expected to give the information about the teacher's methods in teaching writing skill in a senior high school in Jember. Besides, the teacher can improve his ways in applying their strategy in the English teaching process in a senior high school in Jember.

### 2. The Other Researchers

The result of the research can be a reference and input to the other researchers to conduct another research to develop students' ability in writing an English text.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter informs readers with the theories underlying the teaching of writing in English, methods of teaching writing and assessments of writing.

### 2.1 Different Approaches in Teaching Writing

There are many approaches followed by the English teachers in the teaching of writing skill in EFL or ESL contexts. Nevertheless, none of these approaches can be considered as a perfect approach because every approach has its own strengths and weaknesses. In the last few decades, there has been a debate concerning which approaches considered to be the best one in the teaching of writing.

#### 2.1.1 Process approach

A process-oriented approach can be used for learners at the intermediate level, because this approach will help learners to build the process of developing a piece of writing. Kroll (2001) argues that 'process approach' serves as an umbrella term for many types of writing courses. In process approach, student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are expected to submit their writing assignments after undergoing a process of drafting, receiving feedback on their drafts (from peers and/or from the teacher), and revising their drafts.

Consequently, a process approach tends to focus more on varied classroom activities, such as brain storming, group discussion and rewriting which promotes the development of language use. Susser (1994) posits that students who are acquainted with writing process that can identify the process that best suits their writing style and the specific writing task they are facing. Tribble (1996) represents the process approach as involving prewriting, drafting, revising and editing. It is further described by Badger and White (2000) and Raimes (1983).

### **2.1.2 Product approach**

The product-oriented approach focuses on the end result in the writing process. This approach prioritizes the learners to imitate and change the text models they have learned. A product approach is ‘a traditional approach’ in which students are encouraged to mimic a model text, that is usually presented and analyzed at an early stage (Gabrielatos, 2002). For example, in a product-oriented class, students are given standard text examples and they must follow standard rules to create new posts of writing.

In other words, the product approach comes from the tradition of rhetoric and focuses its study on the text of the model so that students can know its text features. It consists of analyzing students’ writings to identify and measure their strengths and weaknesses. It is clear that when such an approach is adopted, it leads to accuracy. In fact, it tries to get students accustomed to the conventions of writing through the model, before he gets his final draft. The model text is always taken as a starting point. Teachers instruct students to study and analyze from all points of view: grammatical structure, content, organizational sentences, and rhetorical patterns. After manipulating this feature, students are given a new topic and assigned to parallel writing.

### **2.1.3 Genre Based Approach**

Genre is based on the assumption that the features of a similar group of texts depend on the social context of their creation and use. In other words, the social context will build the different constructions of a text (Hyland, 2003:21). Genre-based approach considers the writer as a social and cultural practice practitioner. The purpose of the genre-based approach involves the context where the writing takes place, and the convention of the target teaching community. In this sense, knowledge of the genre based approach should be explicitly taught in the language class. “It is based on examples of a particular genre. By framework is meant guiding students. The genre framework supports students’ writing with guiding principles about how to produce meaningful passages.” (Byram, 2004, p. 234)

## 2.2. Methods in Teaching Writing

There are several methods/stages in a teaching writing approach. The stage aims to facilitate the teacher to give the material to the students, and the stage is different in each approach.

### 2.2.1. Methods in Teaching Writing in the Process Approach

There are five stages in the process approach, prewriting, drafting, revising, editing, and publishing. Prewriting is the first stage in the writing process. Planning a topic is important strategy of the pre-writing stage that helps learners to organize and write correctly. The writer gathers information and plays with ideas during the prewriting stage. Prewriting activities may include drawing, talking, thinking, reading, listening to tapes and records, discussion, role playing, interviews, problem solving and decision making activities, conducting library research, and so on.

The second stage is drafting. Getting started in writing an essay is one of the difficult stages in the process approach to writing, because it requires a great deal of attention, application and focus. The drafting stage comes after the completion of pre-writing activities such as specifying the writing topic, collecting data and making an outline (Williams, 2003)

The third stage is revising. At this stage, the writer makes changes to improve what they need to write. Revisions involve additions and subtracts in terms, sentence structure, grammar, and writing organization. "In the revising stage writers should carry out activities such as deleting unnecessary sentences and moving certain words or paragraphs forward or backward" (Williams, 2003).

The next stage is editing. In the editing stage, the authors make improvements to the following aspects of writing, such as spelling, punctuation, and grammar. Curry, M.J., & Hewings, A. M. add that the editing stage involves checking references, and formatting the students' writing. In this stage students may employ various strategies to correct their mistakes, such as working in pairs or in groups, and use any available resources such as textbooks, dictionaries and computers.

Publishing is the final stage in writing process. At this stage, students are expected to publish their writing to the intended audience such as classmates, and teachers.

### **2.2.2. Methods in Teaching Writing in the Product Approach**

There are three stages in the product approach namely, structured writing, guided writing, and free writing. Structured writing is the first stage in writing. At this stage, the teacher asks students to learn the text of the model and then consider the features and structure of the text. For example, if a formal invitation to learn about, perhaps students will be more interested in the importance of using a formal invitation sentence.

Guided writing is the second stage of writing. At this stage, the teacher guides and controls students from the features and structures will be learned. So, if students are studying a formal letter, they may be asked to practice the language used to make formal requests.

Free Writing is the third stage of writing. Free writing means that the students write without teacher's interference and are encouraged to emphasize content and fluency first. Once the ideas are expressed on paper, the teacher intervenes to provide some assistance to improve grammatical accuracy.

### **2.2.3. Methods in Teaching Writing Using Genre-based Approach**

There are three stages in the teaching writing using genre based approach, modeling of the stage, joint construction of the text, independent construction of the text. The first stage is the modeling of text. At this stage, the teacher introduces the target genre to be learned by the student. The teacher introduces the text by reading and exposing it to the students. Once students are familiar with the structure and genre of the text, teachers can ask students questions to understand the genre better. After knowing about the purpose of the genre, the students together with the teacher could discuss the structural pattern and language features of the text model.

The second stage is joint construction of text. According to Derewianka (2003:148), students need additional support before writing independently; it is useful to do a joint construction of a text so that they can experience what is involved in writing this type of text. In joint construction, the students try to organize the idea into a coherent text in pairs or a group or with the help from the teacher. Joint construction activities include: (a) teacher and students discuss and edit whole class construction then explain it on the board or power point presentation; (b) Students work in groups or pairs to construct a text; (c) self-

assessment, peer assessment and diagnostic assessment activities (the teacher must decide whether students are ready to move on independent functioning or whether they need a further work at modeling of the text or joint construction).

The last stage is independent construction of text. Kongpetch (2006) says that the purpose of this stage is to enable students to practice their writing skills and demonstrate their understanding of the certain type of text. In this stage, students work independently with the text and learner performances are used for achievement assessment. According to Nugroho and Hafrizon (2009:24), independent construction activities in writing include, giving tasks which demand the students drafts and present the whole tasks.

### **2.3 Assessments in Writing: Process and Product Assessments**

In education, assessment plays a very important role. According to Gronlund & Linn (1990), assessment serves as teachers' assistance in deploying the students into certain groups, improving the teaching method, measuring the students' readiness (attitudinal, mental and material readiness), providing guidance and selection in order to determine the vocation and the class upgrade. In addition, assessment can provide information that will assist the educators for the sake of better education and in making decisions regarding the sustainability of study and program evaluation.

The assessment should be conducted in order to measure the students' process and learning achievement. Process oriented performance-based assessment evaluates the actual task performance. It does not emphasize on the output or product of the activity. This assessment aims to know what processes a person undergoes when given a task (Navaro, & Santos, 2013). In performance-based assessments, the actual student performance is assessed through a product, such as a completed project or work that demonstrates levels of task achievement (Navaro, & Santos, 2013).

## CHAPTER 3. RESEARCH METHODS

This chapter discusses the research design, the research context, the research participants, the data collection method and its procedures, and the data analysis method and its procedures.

### 3.1 Research Design

The present study applied as observational research by observing how the SMAN 01 Arjasa teacher taught and assessed writing in the context of English language teaching in senior high school. In this observational research, the researcher took a role as a non-participant observer who was present in the classroom but remained uninvolved in the teaching and learning process. As a non-participant observer, the researcher focused on observing the methods in teaching writing and the methods in conducting writing assessment employed by the English teacher at SMAN 01 Arjasa Jember.

### 3.2 Research Context

The present study was conducted in SMAN 01 Arjasa Jember after the headmaster and the English teacher gave access to conduct the classroom observation in this school. English in this school was taught by following the revised Curriculum 2013. Each meeting took one time 45-minute period or two times 45-minute period. To teach the curriculum materials stated in the curriculum document, the English teacher uses English textbooks published by the Ministry of Education and Culture of the Republic of Indonesia as the required learning materials.

### **3.3 Research Participant**

The participant of this research was determined by using purposeful sampling. According to Patton (1990:169), purposeful sampling is a technique widely used in a qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. Therefore in the purposeful sampling, the researcher only needs a small number of samples but they have much information that the researcher needs to answer the research problems. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest.

The research participant was a senior high school English teacher teaching in SMAN 01 Arjasa Jember. As targeted in English Curriculum 2013, the English teacher is required to teach writing based on the basic competences stated in the curriculum. In the curriculum, the students are expected to be able to write different types of texts under the category of short and long functional texts, interpersonal and transactional texts.

### **3.4 Data Collection Methods**

The data collected in this study were: (1) the methods in teaching writing, and (2) the assessment methods employed by the teacher in assessing the process and the product of the students' writings. Therefore, interview, observation, and documentation methods were used to collect the data.

#### **3.4.1 Interview**

The researcher used this technique in order to collect the data of clarification, verification about what is in the teacher's mind and plan regarding the problem being investigated. It was a more open minded technique because the researcher got information from the participant of the research. As Ary, et al (2010: 480) explains, interview is used to gather data on subjects' opinions, beliefs, and feelings about the situation in their own words. In this research, the researcher used structured interview method.

### **3.4.2 Observation**

The observation method was used to collect the main data about methods in teaching writing and the methods in assessing writing practiced by the English teacher at SMAN 01 Arjasa Jember. The observation was conducted eight times, (i.e. at the time when writing skill is taught). The instrument used to collect the data was fieldnotes (Ary et al., 2010). Field notes presented the data about the students' activities analyzed by the researcher. In the present study, I observed and took notes in the writing teaching and learning process, beginning from set induction activities (lesson opening), main activities, and the closing activities. In addition, to capture the important events during the teaching and learning process, the researcher took a number of photographs because the English teacher had objection to be videotaped.

### **3.4.3 Documentation**

Another method of collecting data used in this research was documentation. The observer collected the teacher's lesson plans, in particular the lesson plans for writing skill. Ary et al. (2010) state that the term document refers to a wide range of written, physical and visual materials. Therefore, documentation means a method of collecting data from non-human source. I analyzed how the English teacher designs writing activities and assessment. To get the documents, I asked permission to the teacher and copy the document before conducting classroom observation.

### **3.5 Data Analysis Method**

The obtained data from the observation, and documentation were analyzed by using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing and reporting patterns (themes) within data. The goal of the analyzing the data was to know the English teachers' patterns in teaching and assessing the students' writing in SMAN 01 Arjasa Jember. There were three steps in data analysis method, transcribing and compiling the data, re-reading the transcribed data, and conducting the results. The first step after collecting the data was transcribing and compiling the data. Data collected through classroom observation was written descriptively. The result tells us about the teacher's activities in carrying out their teaching strategies and assessing the students' writing in the English teaching and learning process in SMAN 01 Arjasa Jember. After

transcribing and writing the data, the next step was familiarizing the data, re-reading the data that had been transcribed and written up for several times. The researcher could notice some important data and summarized the related activities which could support and answer the research problems.

The second step was re-reading the transcribed data. The researcher can find some important points and can summarize these points to find the answers from the research questions. The summarized data were analyzed by using the coding system. According to Duff (2008), traditionally coding involved colored pens and cutting and pasting chunks of data to flag noteworthy elements on documents and transcripts.

The third step was conducting the results. In conducting the results, the researcher described the results of a summary of which has been coded. In the conclusion, the researcher described how the teacher conducts the methods of teaching writing in the classroom. The data collected from the observation and documentation were made in the form of a report. The report also shows how the teacher conducted his teaching strategy and assessing the students writing in the English teaching process at SMAN 1 Arjasa Jember.

## CHAPTER 5

### CONCLUSION AND SUGGESTION

This chapter is about conclusions and suggestions. It is a core review of previous discussion in this research and some suggestions that might be useful for the English teachers and the other researchers.

#### 5.1 Conclusions

Based on the analysis and discussion in the previous chapter, it can be concluded that:

1. The teacher used cooperative learning methods in teaching English writing skill. The teacher applied several different approaches in the teaching activities. In the opening activity, the teacher applied genre based text approach because he focused on the explaining of the genre of the text. In the main activity, the teacher applied process approach because he observed the students and guided the students in writing a good example of explanation or narrative text. In the closing activity, the teacher applied product approach because he asked the student to create a text in the final task.
2. The teacher used analytical scoring method supported by scoring rubric to assess the students' writing of the two genres of the text (narrative text and explanation text). The teacher used process assessment in guiding the students to make a good narrative/explanation text and when he giving feedbacks to the students, he also used product assessment to measure the students' final task.

### 5.1 Suggestion

Related to the findings of the implementation the teacher's teaching method in the teaching English writing skill at SMAN 01 Arjasa Jember. In this part, the writer would like to give some suggestion to the English teacher and the other researchers.

#### 1. The English Teacher

The teacher is suggested to make variation of the teaching strategy to the different types of genre and teaches students in the right order, although improvisation is permitted but it is recommended to comply with the steps that have been planned in the lesson plan. The teachers should provide a variety of exercises in joint construction of the text. It is to enhance students' understanding to get through the independent construction of the text in order with a good result.

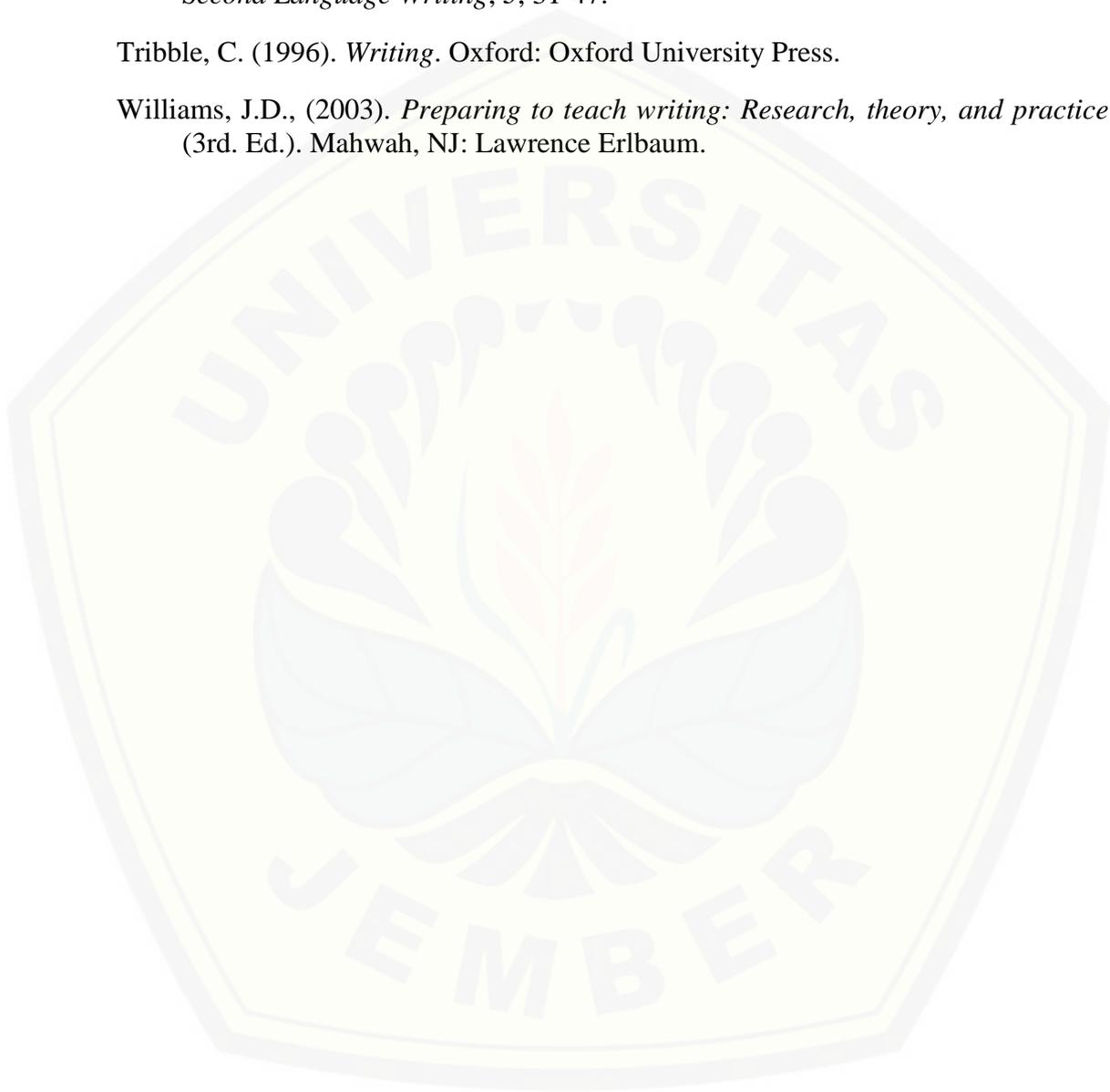
#### 2. The Other Researchers

It is highly suggested to conduct further research of the observation on the teacher's method and assessment due to lack of research on this subject and also limited references to be obtained.

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## RESEARCH MATRIX

Title	Problem	Variable	Indicators	Data Resources	Research Method
<p>Observational Study on the Teacher's Method and Assessment in Teaching Writing Skill in A Private Senior High School in Jember.</p>	<ol style="list-style-type: none"> <li>1. What method(s) of teaching writing does the English teacher employ in teaching writing for senior high school students in Jember?</li> <li>2. What method(s) of assessment does the English teacher use to help senior high school students write English texts and assess their written texts?</li> </ol>	<p>Teacher's Method and Assessment in Teaching Writing.</p>	<ol style="list-style-type: none"> <li>1. Methods in teaching writing:                             <ul style="list-style-type: none"> <li>• Method in teaching writing in the process approach.</li> <li>• Method in teaching writing in the product approach.</li> <li>• Method in teaching writing using genre-based approach.</li> </ul> </li> <li>2. Assessments in writing:                             <ul style="list-style-type: none"> <li>• Product assessment.</li> <li>• Process assessment.</li> </ul> </li> </ol>	<p>The English teacher in a private senior high school in Jember.</p>	<ol style="list-style-type: none"> <li>1. <b>Research Design:</b> Observational Research</li> <li>2. <b>Research Participant:</b> Purposeful Method</li> <li>3. <b>Data Collection Method:</b> <ul style="list-style-type: none"> <li>• Observation</li> <li>• Documentation</li> </ul> </li> <li>4. <b>Data Analysis:</b> Thematic Analysis</li> </ol>

**APPENDIX 1 : Data of Observation**

First observation was done in X IPS 2 on January 17<sup>th</sup>, 2018. The data found were as follows:

Class : X IPS II  
 Date : January 17<sup>th</sup>, 2018  
 Time : 10.15-11.45 WIB  
 Genre: Narrative Text

Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The class takes 90 minutes (2x45). The genre that the teacher used was narrative text. The topic was about Cinderella. Before the teacher starting the class, he greeted the students and checking the attendant list. After that the teacher asked the leader of the class to lead his friends praying together. The teacher gave leading question to the students about narrative text. He asked about fictional story that the students like. After that, he asked the student to mention some examples of narrative text.

After the teacher gave leading question and gather the students' knowledge about narrative text, the teacher gave example of narrative text entitled Cinderella. The teacher asked the students about generic structures and language features of the text. The students mentioned the generic structures of narrative text such as

orientation, complication, resolution and they also can mentioned the language features of narrative text (past tense, adverb of time, direct speech).

After the students understood about general structures and language features of narrative text, the teacher gave some exercise to the students. The teacher asked the students to make groups consist of 2 students. He distributed the examples of narrative text and asked the students to underline the language features (past tense, adverb of time, direct speech) and divide the general structures (orientation, complication, resolution). The teacher was discussed together with the students about the students work.

In the end of the class the teacher summarizing and reviewing the students' knowledge by asking questions such as "what did you learn today?", "what is the purpose of narrative text?", "what are the general structures of narrative text?". After that, the teacher asked the students to search other examples of narrative text on the internet.

The second observation was done in X IPS 1 on January 17<sup>th</sup>, 2018. The data found were as follows:

**Class** : X IPS I  
**Date** : January 17<sup>th</sup>, 2018  
**Time** : 13.30-15.00 WIB  
**Genre** : Narrative Text

Categories	Occurence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher gave some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The results obtained in this second observation are similar to the first observation. In this class the teacher also taught about narrative text. In the beginning of the class the teacher greeted the students, after that he gave leading question to the students about narrative text. He asked about fictional story that the students like. After that, he asked the students to mention some examples of narrative text.

After the teacher gave leading question and gather the students' knowledge about narrative text, the teacher showed in his power point about example of narrative text entitled Cinderella. The teacher asked the students if they know about

Cinderella story, and the students answer they know that story. After that he asked about generic structures and language features of the text. The students mentioned the generic structures of narrative text such as orientation, complication, resolution and they also mentioned the language features of narrative text (past tense, adverb of time, direct speech).

After the students understood about general structures and language features of narrative text, the teacher gave some exercise to the students. The teacher asked the students to make groups consist of 2 students. He distributed the examples of narrative text and asked the students to underline the language features (past tense, adverb of time, direct speech) and divide the general structures (orientation, complication, resolution). The teacher was discussed together with the students about the students work.

In the end of the class the teacher summarizing and reviewing the students' knowledge by asking questions such as "what did you learn today?", "what is the purpose of narrative text?", "what are the general structures of narrative text?". After that, the teacher asked the students to search other examples of narrative text on the internet.

The third observation was done in X IPS 2 on January 24<sup>th</sup>, 2018. The data found were as follows:

**Class** : X IPS II  
**Date** : January 14<sup>th</sup>, 2018  
**Time** : 10.15-11.45 WIB  
**Genre** : Narrative Text

Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The class takes 90 minutes, at the beginning of the class the teacher reviewed the lessons that have been taught at past meeting. He asked about the general structure of the narrative text, the purpose of the text, and the language features of the text. The teacher reviewed the lesson in the past meeting to gather the students' knowledge. It aimed to prepare and raise the readiness of the students to join Independent Construction of narrative text.

After that the teacher showed 2 pictures of iconic folktale in Indonesia, they are Timun Mas and Bawang Mearah, Bawang Putih. He asked the students to choose one of the pictures and make their own narrative text based on the picture they choose. In the end of the class the teacher collected the students work and he reminded about general structures, purpose and language features of narrative text.

After the student write down their assignment, the teacher asked to the students about the text. He asked about the genre of the story, title of the story, the character of the story, is the story happy ending or sad ending, and moral value about the story. The students answered them orally all together. In the end of the class, the teacher asked the leader of the class to pray together.



The fourth observation was done in X IPS 1 on January 24<sup>nd</sup>, 2018. The data found were as follows:

**Class** : X IPS I  
**Date** : January 24<sup>th</sup>, 2018  
**Time** : 13.30-15.00 WIB  
**Genre** : Narrative Text

Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The class takes 90 minutes, the teacher reviewed the lessons that have been taught at past meeting in the beginning of the class. He asked about the general structure of the narrative text, the purpose of the text, and the language features of the text. The teacher reviewed the lesson in the past meeting to gather the students' knowledge. It aimed to prepare and raise the readiness of the students to join Independent Construction of narrative text.

After that the teacher showed 2 pictures of iconic folktale in Indonesia, they are Timun Mas and Bawang Mearah, Bawang Putih. He asked the students to choose one of the pictures and make their own narrative text based on the picture they

choose. In the end of the class the teacher collected the students work and he reminded about general structures, purpose and language features of narrative text.

After the student write down their assignment, the teacher asked to the students about the text. He asked about the genre of the story, title of the story, the character of the story, is the story happy ending or sad ending, and moral value about the story. The students answered them orally all together. In the end of the class, the teacher asked the leader of the class to pray together.



The fifth observation was done in X IPA 2 on January 25<sup>th</sup>, 2018. The data found were as follows:

**Class** : X IPA II  
**Date** : January 25<sup>th</sup>, 2018  
**Time** : 13.30-15.00 WIB  
**Genre** : Explanation Text

Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

On this occasion, the teacher told that the topic of the class was writing explanation text. The teacher asked to the students if they know about the explanation text, but the students couldn't answer it. Then, the teacher explained about the process of rain, he said it was the way how to explain something. After that he told the students about the social function of explanation text. The social function of explanation text is to explain the process involved in the formation and working of natural or socio-cultural phenomena.

After the teacher gave leading question and gather the students' knowledge about explanation text, the teacher showed the example of explanation text entitled

How Kites Fly in front of the class. After that he told the students about generic structures and language features of the text. The teacher mentioned the generic structures of explanation text (introduction, explanation, conclusion) and he also mentioned the language features of explanation text (present tense, action verb, noun phrase).

After the students understood about general structures and language features of explanation text, the teacher gave some exercise to the students. The teacher asked the students to make groups consist of 2 students. He distributed the examples of explanation text and asked the students to underline the language features (present tense, action verb, noun phrase) and divide the general structures (introduction, explanation, conclusion). The teacher also gave the students jumble paragraph of explanation text, and he asked the student to arrange it to be a good paragraph. And then the teacher was discussed together with the students about the students work.

In the end of the class the teacher summarizing and reviewing the students' knowledge by asking questions such as "what did you learn today?", "what is the purpose of narrative text?", "what are the general structures of narrative text?". After that, the teacher asked the students to search other examples of explanation text on the internet.

The sixth observation was done in X IPA 1 on January 26<sup>th</sup>, 2018. The data found were as follows:

**Class** : X IPA I  
**Date** : January 26<sup>th</sup>, 2018  
**Time** : 07.00-07.30 WIB  
**Genre** : Explanation Text

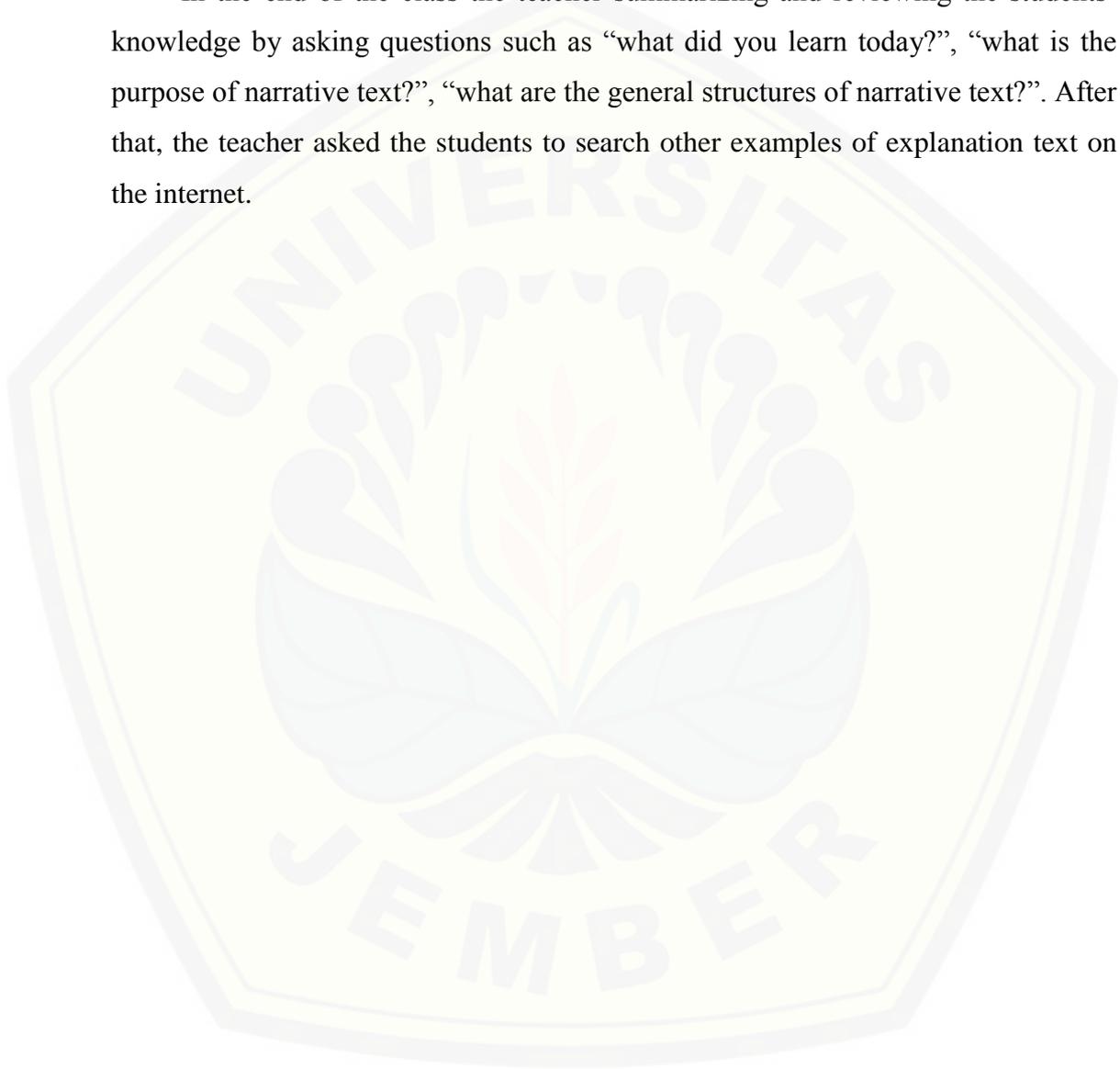
Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The class takes 90 minutes (2x45). The genre that the teacher used was explanation text. The class was started by praying and greeting to the teacher. After that, the teacher stated the topic of the day, which is explanation text. Then, he asked what is the definition of explanation text to the students, but the students couldn't answer the question. Therefore, the teacher showed some examples of explanation text entitled How Kites Fly in front of the class from the power point to the student. Then, the teacher explained the definition of explanation text, she also explained the generic structure of explanation text.

After the students understood about general structures and language features of explanation text, the teacher gave some exercise to the students. The teacher asked

the students to make groups consist of 2 students. He distributed the examples of explanation text and asked the students to underline the language features (present tense, action verb, noun phrase) and divide the general structures (introduction, explanation, conclusion). The teacher also gave the students jumble paragraph of explanation text, and he asked the student to arrange it to be a good paragraph. And then the teacher was discussed together with the students about the students work.

In the end of the class the teacher summarizing and reviewing the students' knowledge by asking questions such as "what did you learn today?", "what is the purpose of narrative text?", "what are the general structures of narrative text?". After that, the teacher asked the students to search other examples of explanation text on the internet.



The seventh observation was done in X IPA 2 on February 01<sup>th</sup>, 2018. The data found were as follows:

**Class** : X IPA II  
**Date** : February 01<sup>th</sup>, 2018  
**Time** : 13.30-15.00 WIB  
**Genre** : Explanation Text

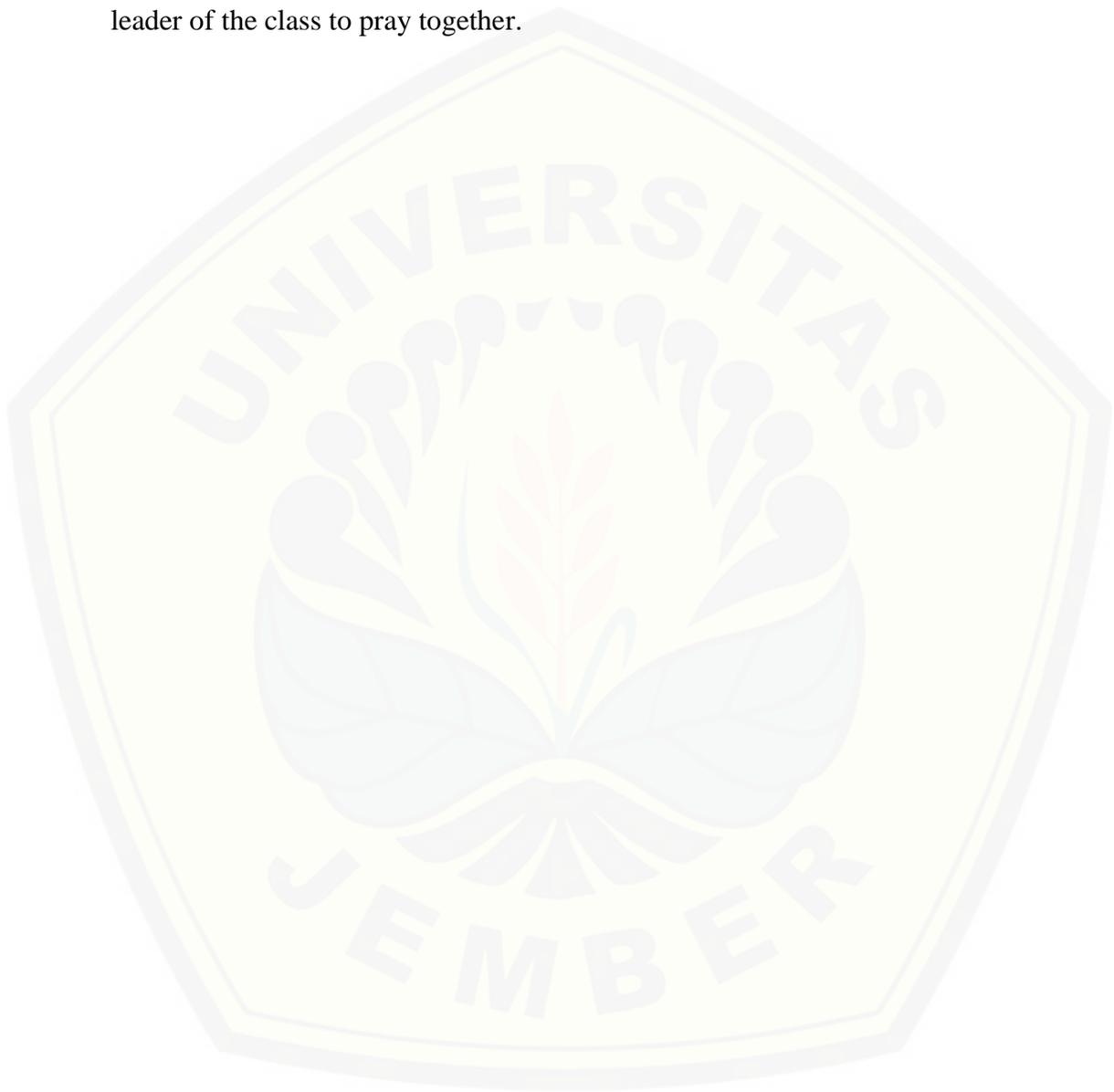
Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

In this second meeting, the teacher reviewed about the definition of explanation text. After the teacher reviewed the past material, the teacher asked the students to arrange jumbled paragraph into a correct sentence with his or her tablemate. While the students were doing the exercise, the teacher was going around helping the students who still confuse in arranging the words.

After that the teacher showed some pictures of bee, flower and honey. He asked the students to analyze the pictures and make their own explanation text based on the pictures. In the end of the class the teacher collected the students work and he

reminded about general structures, purpose and language features of explanation text.

After the student write down their assignment, the teacher asked to the students about the picture. He asked about the pictures, kind of the animal in the picture, what is the connection between the pictures, about the process. The students answered them orally all together. In the end of the class, the teacher asked the leader of the class to pray together.



The eighth observation was done in X IPA 1 on February 02<sup>nd</sup>, 2018. The data found were as follows:

**Class** : X IPA I  
**Date** : February 02<sup>nd</sup>, 2018  
**Time** : 07.00-07.30 WIB  
**Genre** : Explanation Text

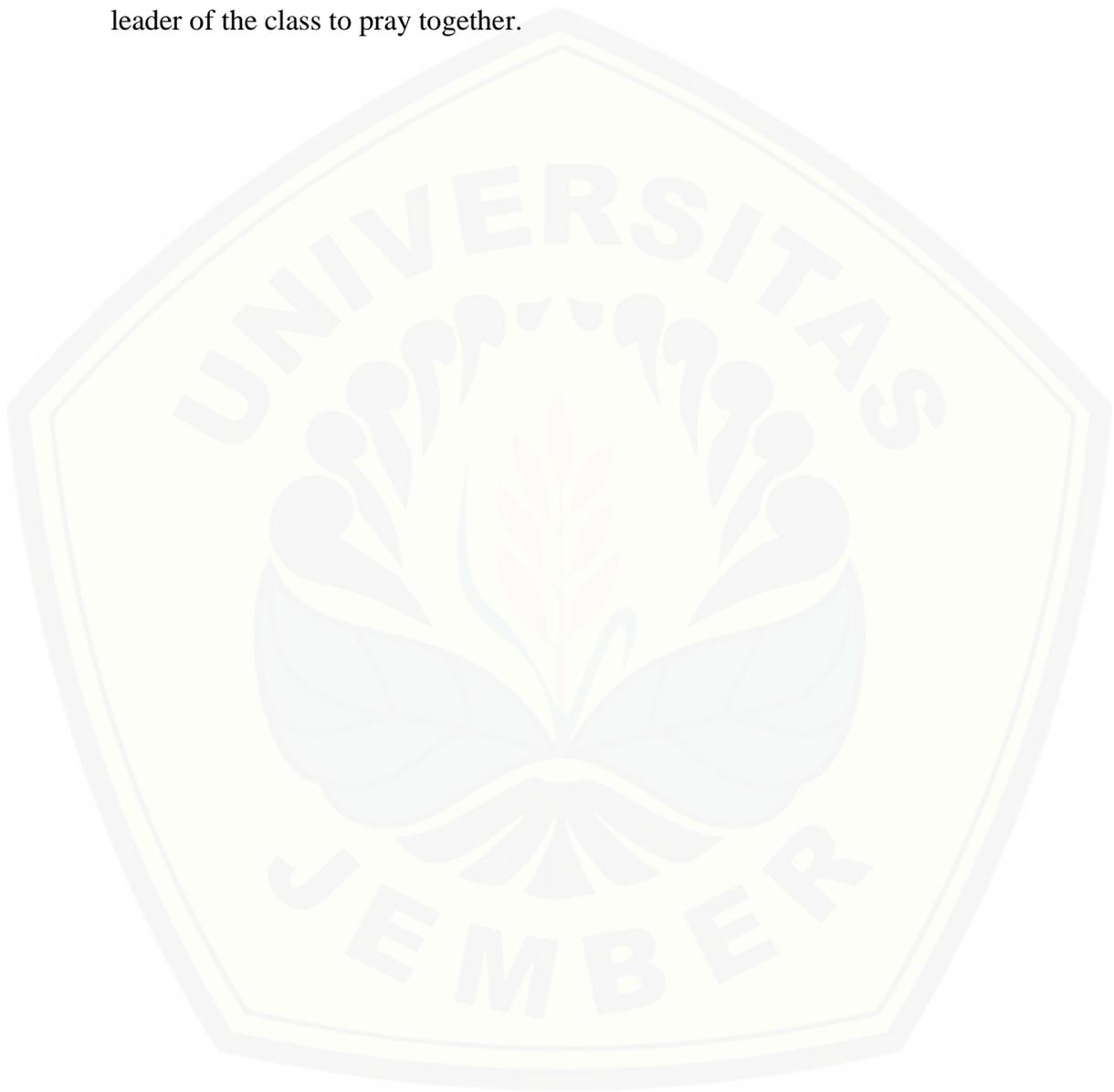
Categories	Occurrence	
	Y	N
The teacher greets the students	√	
The teacher gives an introduction to the meeting material	√	
Teacher shows the example of the text to be discussed	√	
The teacher explains the text's structure and language features of the text	√	
The teacher request to the students to ask question	√	
The teacher tells to the students about the learning objectives	√	
the teacher give some exercise to the students	√	
The teacher asked the students to make a text of the genre that has been taught	√	
The teacher reviews the material that has been taught	√	
The teacher closed the class	√	

The class takes 90 minutes, the teacher reviewed the lessons that have been taught at past meeting in the beginning of the class. He asked about the general structure of the narrative text, the purpose of the text, and the language features of the text. The teacher reviewed the lesson in the past meeting to gather the students' knowledge. It aimed to prepare and raise the readiness of the students to join Independent Construction of explanation text.

After that the teacher showed some pictures of bee, flower and honey. He asked the students to analyze the pictures and make their own explanation text based on the pictures.. In the end of the class the teacher collected the students work and he

reminded about general structures, purpose and language features of explanation text.

After the student write down their assignment, the teacher asked to the students about the picture. He asked about the pictures, kind of the animal in the picture, what is the connection between the pictures, about the process. The students answered them orally all together. In the end of the class, the teacher asked the leader of the class to pray together.



## Pictures of Important Events During The Teaching and Learning Process







**APPENDIX 2: INTERVIEW DATA**

**Interview:**

Interviewee : Alfin Andriano  
 Date : January, 15<sup>th</sup> 2018  
 Place : SMAN 01 Arjasa

No	Questions	Answers
1	What curriculum is being applied in this school?	The 2013 curriculum is being applied in this school.
2	What class do you teach in this school?	I taught seventh grade students, in X A1-A5 and X S1-S3
3	How often do you teach English to your students in a week?	I taught English 90 minutes in each class in a week.
4	What teaching method do you usually apply in teaching writing?	I applied Cooperative learning in teaching English writing, so the students can discuss the material together, but when I asked the students to make a narrative or explanation text, they will do it individually
5	Do you know about product approach, process approach and genre-based approach?	I've heard about that, of course, but I forgot what the definition is. I hope you don't ask me to explain the definition hehehe
6	How do you teach writing skill to your students?	At first, I introduced the genre of the text to the students, I used power point to show the material to the students. After that I gave leading questions to the students. I hope I attract the students, so the students will get some motivation to follow the lesson. After that, I will show the students about an example of the text. I asked the students about the structures of the text, language features and the purpose of the text. After the students understood the material, I gave some task to the students, and they will do it in pairs. In the next meeting, I asked the students to make narrative or explanation text individually.
7	How do you create the writing material in the teaching writing skill?	I arranged the material based on the curriculum and syllabus, and then I will arrange the strategies that I think it's appropriate with the students, I provided the materials of teaching writing explanation and narrative text by myself.

		I searched the materials on the internet, and then I made the power point about the description and the example of the text.
8	Do you have any problem when you teach writing skill?	Yes I do, the main problem is students' behavior. There were some students who became very noisy, but it's not every class the students have bad behavior. There are some classes which have conducive atmosphere.
9	How do you overcome the problems?	In overcoming the misbehavior students, I gave the students some tasks in order to focusing the students' activity and make them to participate in the teaching and learning process.
10	What method do you use in assessing the students?	I used the analytical scoring method. When I assessed my students' final results, I also gave some feedbacks so that my students can improve it and get better in the future.
11	How do you assess your students?	Of course I assessed the students from the results of my students' work, I gave some tasks. There are two tasks for the students, the task of measuring student knowledge is to ask students' knowledge about the text orally, and the task of writing a text.
12	Why in implementing the steps in your lesson plan there is an incompatibility with your practice?	Sometimes I have to improvise when I forgot the sequence of steps I have prepared. Forgetfulness is human nature, and we must not lose concentration in teaching just because we miss something. Improvisation is needed, because teaching is an art.
13	In your lesson plan there is an attitude assessment, why didn't you make an attitude assessment when you were teaching in class?	I did, in attitude assessment was not one meeting only. I have to observed the students for one semester to know the students' progress and activeness in the class.

## APPENDIX 3: DOCUMENTARY DATA (Lesson plans)

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) TAHUN AJARAN 2017-2018

Nama Sekolah : SMAN Arjasa  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X / II  
Materi Pokok : Narrative / Fairy Tale  
Alokasi Waktu : 1 X pertemuan (2 JP 45 menit)  
Keterampilan : Reading (Membaca)

#### A. Kompetensi Inti :

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong,kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untu memecahkan masalah.

KI 4 : Membuat teks Naratif tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

#### B. Kompetensi dasar dan Indikator

No	Kompetensi Dasar	Indikator
1.1.	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasiInternational yang diwujudkan dalam semangat belajar	
2.3.	Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	
3.9.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif	<input type="checkbox"/> Menunjukkan motivasi untuk mengembangkan kemampuan berbahasa

	<p> sederhana berbentuk fabel, sesuai dengan konteks penggunaannya</p>	<p>Inggris.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mengidentifikasi cerita narasi/ legenda berbahasa Inggris.</li> <li><input type="checkbox"/> Mengidentifikasi unsur bahasa dalam cerita.</li> <li><input type="checkbox"/> Mengidentifikasi struktur teks cerita narasi.</li> <li><input type="checkbox"/> Mengidentifikasi kata-kata dalam cerita narasi yang ditayangkan.</li> <li><input type="checkbox"/> Mengidentifikasi pesan keteladanan dalam kisah/ cerita yang ditonton berjudul “Goldilocks and the three bears”.</li> <li><input type="checkbox"/> Menyusun paragraph acak dari teks naratif ke dalam teks narrative yang baik dan benar.</li> </ul>
4.13.	<p>Membuat teks Narrative tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>	<p>membuat teks narrative tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>

C. Tujuan Pembelajaran

Setelah melakukan pembelajaran dengan pendekatan saintifik tentang narasi, siswa diharapkan dapat:

1. Mengidentifikasi unsur kebahasaan dalam cerita narasi “Goldilocks and the three bears”
2. Menemukan gagasan utama, informasi rinci, dan informasi tertentu,
3. Memberi pesan dalam cerita narasi yang ditonton berjudul “Goldilocks and the three bears”.
4. Menyusun paragraph acak dari teks naratif ke dalam teks narrative yang baik dan benar.
5. Membuat cerita narasi berdasarkan gambar yang diberikan.
6. Menuliskan segala unsur stuktur narasi dan pesan moral di dalam cerita-cerita narasi yang dibuat video dengan tulis tangan.

D. Materi Pembelajaran

1. Cerita “Cinderella”.
2. Struktur teks.
3. Teks narrative.
4. Gambar berseri.
5. Nilai moral dalam cerita.

E. Model/ strategi : Pembelajaran Kooperatif  
 Metode : Tanya jawab, pengamatan dan diskusi

F. Media, Alat dan Sumber Pembelajaran :

1. Media : tayangan power point tentang narasi/legenda,
2. Alat : Lembar pertanyaan, LCD Projector, Screen, gambar berseri.

## G. Langkah-langkah Kegiatan Pembelajaran Pertemuan (2JP)

No	Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
1	Pendahuluan	<ul style="list-style-type: none"> <li><input type="checkbox"/> Guru memberi salam</li> <li><input type="checkbox"/> Siswa bersama guru berdoa</li> <li><input type="checkbox"/> Guru mengecek kehadiran siswa</li> <li><input type="checkbox"/> Guru memberikan sedikit pengantar tentang materi pertemuan pertama dan memperlihatkan gambar-gambar tentang naratif.</li> <li><input type="checkbox"/> Siswa menebak jenis teks apakah yang sedang ditayangkan</li> </ul>	10 menit.
2	Kegiatan Inti	<p>Mengamati</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa mendengarkan instruksi guru</li> <li><input type="checkbox"/> Sambil melihat tayangan, siswa mengidentifikasi struktur teks dalam cerita</li> <li><input type="checkbox"/> Siswa mengidentifikasi unsur bahasa/ struktur bahasa dalam video narasi</li> </ul> <p>Mempertanyakan</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa mendengarkan instruksi guru</li> <li><input type="checkbox"/> Siswa menjawab pertanyaan guru tentang orientation dalam cerita</li> <li><input type="checkbox"/> Siswa menjawab pertanyaan guru tentang pesan moral yang ada dalam cerita.</li> <li><input type="checkbox"/> Guru membahas cerita narasi (orientation dan unsur kebahasaannya)</li> </ul> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa secara berkelompok mengurutkan paragraf acak kedalam teks narrative yang baik dan benar.</li> <li><input type="checkbox"/> Siswa membuat cerita naratif dari gambar berseries yang didapat.</li> <li><input type="checkbox"/> Siswa secara berkelompok menganalisis</li> </ul>	70 menit

		<p>struktur teks, unsur kebahasaan dan pesan moral yang ada dalm cerita.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Setiap kelompok menunjuk salah satu perwakilan untuk menyampaikan hasil diskusi di depan kelas (menceritakan isi teks naratif, struktur teks, dan makna yang terkandung).</li> <li><input type="checkbox"/> Siswa dari kelompok lain memberikan tanggapan atas apa yang dikerjakan oleh temannya.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa secara individu mencari cerita narrative yang diketahuinya (favoritnya) dari berbagai sumber serta memberi pesan pada masing masing cerita</li> <li><input type="checkbox"/> Siswa menyalin pesan moral dan unsur struturnya ke dalam bentuk tulisan.</li> </ul> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa bekerja kelompok terdiri dari 4 atau 5 siswa menyamapaikan cerita narasi bertema keteladanan, sosial atau pengembangan diri, sekaligus pesan di dalam cerita tersebut dalam kelompoknya</li> <li><input type="checkbox"/> Masing –masing kelompok melaporkan pada kelompok lain tentang cerita narasi dan pesan yang telah dibuat oleh kelompoknya</li> <li><input type="checkbox"/> Antar kelompok melakukan penilaian terhadap kumpulan cerita yang sudah dianalisis tentang pesan di dalam cerita yang dibuat.</li> </ul>	
3	Penutup	<ul style="list-style-type: none"> <li><input type="checkbox"/> Siswa dan guru menkonfirmasi ungkapan-ungkapan khusus yang sering muncul dalam cerita</li> <li><input type="checkbox"/> Siswa secara berkelompok atas instruksi guru bekerja di rumah untuk mencari video narasi dari berbagai sumber kemudian menyalin unsur struktir narasi dan pesan moral dengan tulisan tangan.</li> <li><input type="checkbox"/> Menyampaikan tujuan pembelajaran yang akan datang</li> </ul>	10

## H. Penilaian

### 1. Penilaian Sikap

- a. Teknik penilaian : penilaian diri  
 b. Bentuk Instrumen Penilaian diri : lembar penilaian diri

No	Sikap	Keterbukaan	Tenggang rasa	Kedisiplinan	Kejujuran	Kerjasama	Tanggung jawab
	Nama						
1							
2							
3							
4							
5							
6							

Keterangan :

- A = Selalu konsisten
- B = Konsisten
- C = mulai konsisten
- D = kurang konsisten
- E = sangat kurang

2. Pengetahuan

- a) Jenis/teknik penilaian : tes tertulis, Porto Polio
- b) Bentuk instrument : uraian

Pedoman Penyekoran:

1.

No	Jawaban	Score
1	Menyebutkan 1 karakter dalam cerita	1
2	Menyebutkan 2 karakter dalam cerita	2
3	Menyebutkan 3 karakter dalam cerita	3
4	Menyebutkan 4 atau lebih karakter dalam cerita	4

2.

No	Jawaban	Score
1	Menulis cerita tetapi spelling ada yang salah dan tanpa pesan	1
2	Menulis cerita dan pesan tidak benar dan spelling salah	2

3	Menulis cerita benar tetapi pesan salah	3
4	Menulis cerita dan pesan benar dengan spelling benar	4

3.

No	Jawaban	Score
1	Menulis cerita tetapi spelling ada yang salah dan tanpa pesan	1
2	Menulis cerita dan pesan tidak benar dan spelling salah	2
3	Menulis cerita benar tetapi pesan salah	3
4	Menulis cerita dan pesan benar dengan spelling benar	4

#### 4. Pedoman Penyekoran Portofolio

Jenis/Tehnik Penilaian

Sikap (melalui rubrik pengamatan sikap selama pembelajaran)

Penilaian tulisan melalu rubrik penilaian tulisan

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

Jember, 08 Januari 2018

**Mengetahui**

**Kepala SMA NEGERI ARJASA**

**Guru pengajar**

**WIDIWASITO,S.Pd.**  
NIP19690415 199703 1 010

**Alfin Andriano**

## RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMAN 01 Arjasa  
 Mata pelajaran : Bahasa Inggris  
 Kelas / Semester : X / II  
 Materi pokok : Teks explanation (Writing)  
 Alokasi waktu : 2x45''

### A. Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

No	Kompetensi Dasar	Indikator
1.1.	Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris dan menggunakannya sesuai dengan kaidah dan konteks untuk komunikasi internasional.	
2.3.	Memiliki sikap kerjasama dalam melaksanakan	

	komunikasi fungsional.	
3.9.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teksexplanation tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, sesuai dengan konteks penggunaannya.	<input type="checkbox"/> Mengidentifikasi fungsi sosial dari teks Explanation. <input type="checkbox"/> Mengidentifikasi struktur teks dari teks Explanation. <input type="checkbox"/> Mengidentifikasi unsur kebahasaan dari teks Explanation sesuai konteks penggunaannya. <input type="checkbox"/> Mengidentifikasi kata-kata dalam teks explanation yang ditayangkan. <input type="checkbox"/> Menyusun paragraph acak dari teks explanation ke dalam teks explanation yang baik dan benar.
4.13.	Menyusun teks explanation tulis tentang gejala alam, terkait dengan mata pelajaran lain di Kelas X, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.	Membuat teks Explanation tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

D. Tujuan Pembelajaran:

Siswa dapat:

1. mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar
2. menunjukkan perilaku kerja sama dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3. mengidentifikasi fungsi sosial dari teks Explanation.
4. mengidentifikasi struktur teks dari teks Explanation.
5. mengidentifikasi unsur kebahasaan dari teks Explanation sesuai konteks penggunaannya.
6. mencocokkan gambar dengan keterangannya.
7. menyusun kalimat Explanation acak.
8. menyusun paragraf Explanation acak.
9. membuat teks Explanation tertulis dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

E. Materi Pembelajaran:

1. What is explanation text ?

Explanation text is a piece of writing that gives straightforward information. It explains the processes related to the formation of natural, social, scientific, and cultural phenomena.

Examples of explanation texts : Reports on natural phenomena, articles on scientific inventions, documentary films.

## 2. Communicative Purposes

- To enable the readers to understand the processes involved in the formation or the working of a phenomenon.
- To explain process of natural, social, scientific, and cultural phenomena

## 3. The organization of an explanation text

An explanation text can have as many paragraphs as the writer wants. However, it mainly consists of two parts: general statement and explanation.

### a. General statement

è This part presents the subject that is going to be explained.

### b. Explanation

è The supporting paragraphs are known as explanation. The explanation statements are in chronological order to illustrate how the subject came into existence or how it works.

## 4. The grammatical features related to explanation texts

- ü Simple Present Tense (current facts)
- ü Passive voice
- ü Action verbs
- ü Punctuation
- ü Conjunction of time and cause effect
- ü Adverbial Phrases
- ü Noun Phrases
- ü Technical Terms
- ü General and Abstract Nouns

## F. Metode Pembelajaran:

- Pendekatan scientific
- Metode: Cooperative learning.

## G. Media dan alat:

1. Media :power point
2. Alat : Laptop, Papan Tulis dan Infocus

## 4. Langkah-langkah kegiatan pembelajaran:

Kegiatan	Langkah-langkah kegiatan	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> <li>1. Salam dan berdoa bersama</li> <li>2. Memberikan motivasi sesuai dengan materi yang akan dipelajari</li> <li>3. Guru menyebutkan materi yang akan dipelajari sebagai pengantar dan menyampaikan kompetensi yang harus dikuasai peserta didik setelah mempelajari materi tersebut.</li> </ol>	,
Inti	<p>Mengamati</p> <ul style="list-style-type: none"> <li>· Dalam kelompok, siswa menonton contoh teks explanation tentang gejala alam.</li> <li>· Dalam kelompok, guru meminta siswa mengamati contoh teks deskriptif yang ada dalam buku (tertulis) dan membandingkannya dengan tayangan di video. (Task 1)</li> </ul>	,
	<p>Menanya</p> <ul style="list-style-type: none"> <li>· Dalam Kelompok, siswa memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dari explanation kemudian mengisi form yang telah disediakan. (Task 2)</li> </ul>	2'
	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> <li>· Dalam Kelompok siswa mencocokkan gambar siklus penomena alam dengan explanation-nya. (Task 3)</li> </ul>	,
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>· Secara kelompok Siswa menyusun kalimat acak sebuah paragraf explanation teks. (Task 4)</li> <li>· Siswa secara berkelompok menyusun paragraf-paragraf acak menjadi sebuah explanation teks yang urut. (Task 5)</li> </ul>	0'  0'

	<p>Mengomunikasikan</p> <ul style="list-style-type: none"> <li>· Siswa secara individu menulis sebuah explanation teks sesuai tema yang ditentukan. (Task 6)</li> <li>· Siswa membuat jurnal belajar (learning journal)</li> </ul>	0'
Penutup	<ol style="list-style-type: none"> <li>1. Guru dan peserta didik menyimpulkan hasil dari pembelajaran yang sudah terlaksana.</li> <li>2. Guru memberikan motivasi kepada peserta didik untuk selalu bersyukur kepada Tuhan dan mempunyai cara berfikir yang saintifik.</li> <li>3. Guru emberikan apresiasi terhadap peserta didik yang aktif.</li> </ol>	'

## H. Penilaian

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- a. Teknik penilaian : penilaian diri
- b. Bentuk Instrumen Penilaian diri : lembar penilaian diri

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### 2. Pengetahuan

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#### 1.

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4	Menyebutkan 4 atau lebih karakter dalam cerita	4

#### 2.

No	Jawaban	Score
1	Menulis cerita tetapi spelling ada yang salah dan tanpa pesan	1
2	Menulis cerita dan pesan tidak benar dan spelling salah	2
3	Menulis cerita benar tetapi pesan salah	3
4	Menulis cerita dan pesan benar dengan spelling benar	4

#### 3.

No	Jawaban	Score
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2	Menulis cerita dan pesan tidak benar dan spelling salah	2
3	Menulis cerita benar tetapi pesan salah	3
4	Menulis cerita dan pesan benar dengan spelling benar	4

4. Pedoman Penyekoran Portofolio

Jenis/Tehnik Penilaian

Sikap (melalui rubrik pengamatan sikap selama pembelajaran)

Penilaian tulisan melalu rubrik penilaian tulisan

Content	30
Organization	20
Vocabulary	20
Syntax	25
Mechanics	5
Total	100

Jember, 08 Januari 2018

Mengetahui

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Guru pengajar

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**Alfin Andriano**

## Observation Checklist

Categories	Occurrence	
	Y	N
The teacher greets the students		
The teacher gives an introduction to the meeting material		
Teacher shows the example of the text to be discussed		
The teacher explains the text's structure and language features of the text		
The teacher request to the students to ask question		
The teacher tells to the students about the learning objectives		
the teacher gave some exercise to the students		
The teacher asked the students to make a text of the genre that has been taught		
The teacher reviews the material that has been taught		
The teacher closed the class		