

CHAPTER IV

RESULT OF STUDY AND DISCUSSION

This chapter presents the result of the study and discussion. The finding designed to answer the research problems, that are the teacher's readiness before teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup, the teaching procedure of teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup, the media used in teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup, the assessment in teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup, and the language teaching quality in teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup.

A. Result of the Study

1. The Teacher's Readiness in Teaching Writing of Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

The teacher preparation in teaching English is very important to be done before teach in the class. There are many things should be considered by the teacher in order to maximize the teaching result and fulfill the syllabus requirement. These statement above also supported by Mr. R based on the interview result to him, could be seen as follows:

"The first, I prepare the lesson plan of course that for my..you know what is aaaaaa... the outline for me to teaching this short functional text. The second I prepare the media. The media for me you know to teaching my

students. The media including.... you know the picture, the picture, the text, the example of the text if there is connection with short functional text like Brochure, like what is...brochure and then tips whatever i find the text and i bring it in the class so the students can.....you know, can understand about the text about the example of the text. That my preparation. And then I also prepare the..... you know the subject or the material that I would teach in the class. That's all.¹

The teacher's readiness on teaching of writing short functional text (Advertisement, Brochure, and Tips) based on the interview result above included first, the preparation of lesson plan as the outline or guidance during the instructional process. Second, the media of instructional process in teaching of writing short functional text. The media preparation was aimed at giving the authentic media based on the topic taught, so the students could understand the lesson easily. Third, the material preparation which referred to the each topic would be taught.

The teacher readiness was restricted on the observation result that conducted six times (from August, 19th 2013 until August 31st 2013) on two classes when the teacher implemented the preparation on instructional process.

Based on the observation result on first week observation, the teacher readiness could be seen on the lesson plan used. The lesson plan had decided by the school, so the teacher only follow to the lesson plan from school even though the teacher could modify the lesson plan contents. The media on teaching of writing short functional text on topic "Brochure" was utilized maximally by the teacher. The media consisted of The Brochure example,

¹ Interview with Mr.Radiansyah,S.Pd on September Tuesday 3th 2013 at 16:03.

picture of brochure, blank paper, and handout. The material of brochure was also attached on the handout.²

The next meeting still on first week observation was discussed topic about Advertisement, that had taught on two classes. The media used on that topic was the picture of advertisement, handout contained the material of advertisement, paper for the product making, were still utilized by the teacher. Material of the topic attached on the handout, so the students could understand the real example of the topic discussed.³

The second week of observation on topic Tips showed on the use of media was added, where Magazine was being used beside Picture, and blank paper of product making. Magazine provided many authentic example of Tips, and some kinds of its example. The material of tips prepared and made still in handout form.⁴

Based on the result both Interview and Observation above could be concluded that the readiness of the teacher on teaching of writing short functional text consist of Lesson Plan, Media (Picture, Blank Paper, and Magazine), and the material was in Handout form. Further result on the teacher preparation could be shown by the table below:

² The Observation was conducted on August, 19th and 22nd 2013.

³ Ibid, on August, 24th 2013.

⁴ Ibid, on August, 31st 2013.

Table.4.1.
Some Preparation on Teaching of Writing Short Functional Text at
Eleventh Grade students of MAN Laung Tuhup

No	Kind of Preparation	Note
1	Lesson Plan	The lesson Plan was provided by the school and the teacher may develop and add the content of the lesson plan that will be applied for the every class.
2	Media a. Picture b. Paper c. Magazine	The picture was attached on the handout. The picture kinds were depend on the text taught on the class, for instance when the teacher teaches about Brochure, the picture must be Brochure as well. The paper kinds were blank papers. It was provided for the students to write the writing assignment. The Magazine was utilized by the teacher to add further example related to the kinds of texts and aimed to increase the students' attention.
3.	Material	The material was provided and arranged based on the kinds of short functional text that would be taught. The material was given in Handout form.

2. The Procedures in Teaching Writing Short Functional Text at Eleventh Grade Students of MAN 1 Laung Tuhup

a. The Teaching Schedule

Teaching writing of Short Functional Text at the eleventh Grade students of MAN 1 Laung Tuhup divided into two classes that are Science Program and Social Program. Based on the observation result first and second week, there are particular schedule on teaching English on eleventh grade students. The class at Science Program is held on Thursday at 09.30 am-10.30

am and Saturday at 09.45 am-10.45 am. Meanwhile, on Social Program class the class is held on Monday at 08.00 am-09.30 am and Saturday at 11.30 am-12.45 pm.

The numbers of students on Eleventh Grade of Science Program consist of 20 (twenty) students, and Social Program class consist of 33 (Thirty three) students. The teacher who had been taught them was Mr.R. The Eleventh grade students schedule could be showed as the following figure:

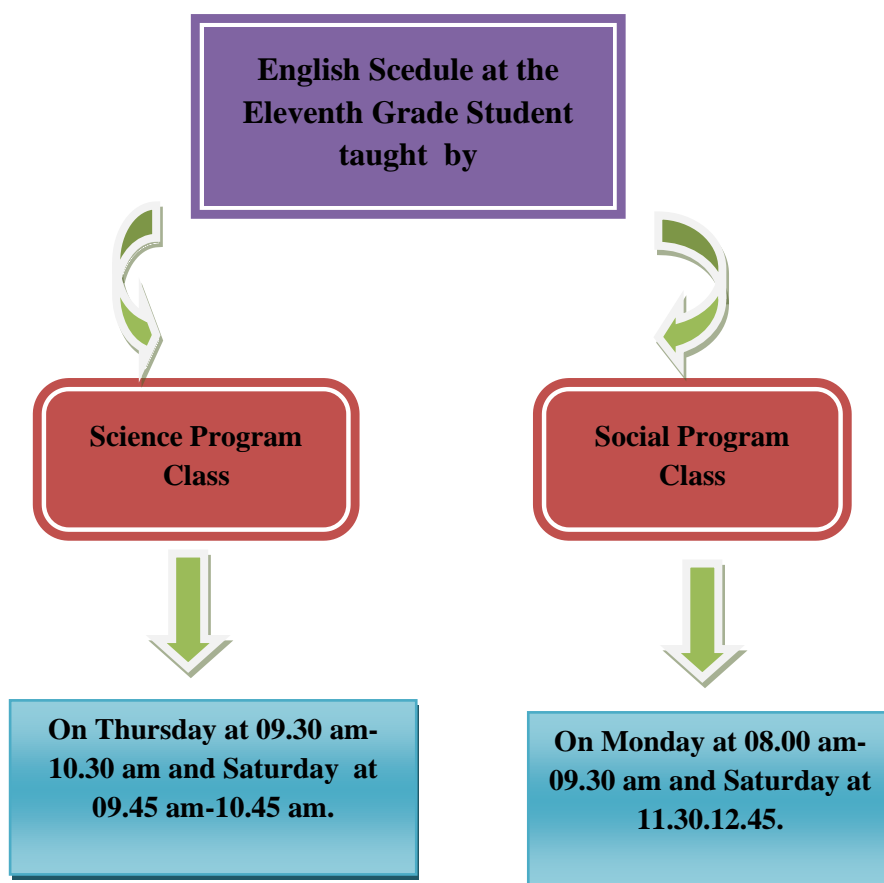


Figure 4.1. English Scedule at Eleventh Grade Students

The english teacher has about one hour and thirty minutes or ninety minutes for english subject at the eleventh grade students on each class. The

topic of material taught in the eleventh grade students of MAN 1 Laung Tuhup is short functional text consist of Brochure, Advertisement, and Tips.

b. The Teaching Procedures in Teaching Writing Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

Based on the observation during the study, the researcher had gained that there were different time on class activities. The class activities could be described as the following table:

Table 4.2
The Observation Schedule on
Teaching of Writing Short Functional Text
at Eleventh Grade Students of MAN 1 Laung Tuhup

No	Day	Date	Time	Class	Topic
1.	Monday	August, 19 th 2013	08.00-09.30 am	XI IPS	Brochure
2.	Thursday	August, 22 nd 2013	09.45-10.30 am	XI IPA	Brochure
3.	Saturday	August, 24 th 2013	09.45-11.00 am	XI IPA	Advertisement
4.	Saturday	August, 24 th 2013	11.30-12.45 pm	XI IPS	Advertisement
5.	Saturday	August, 31 st 2013	09.45-11.00 am	XI IPA	Tips
6.	Saturday	August, 31 st 2013	11.30-12.45 pm	XI IPS	Tips

Based on the result of observation above there were some techniques on the procedures of teaching writing of short functional text at the eleventh grade students of MAN 1 Laung Tuhup as follows:

a. Pre Teaching-Writing Activities

The teaching procedures on this stage occurred by Grouping the students into group work consist of two students before went to exploration, elaboration, and confirmation of teaching learning. Grouping technique had purpose the students shared knowledge and idea during the instructional process. The Pre Teaching-Writing Activities detail could be seen on the Appendix 8.

b. Whilst Teaching-Writing Activities

The procedure on this stage occurred by Read and write, Demonstrating and reviewing, and Questioning techniques. The process flowed after had grouped the students and explained the material, the teacher asked the students to read the text on the handout and write any new word they found on the text into their notebook. After the Read and write, the teacher asked some of students to perform the topic in the front of class based on topic given by their own idea including convey the brief explanation related to the topic. The techniques were used Demonstration and Review. At the final stage of Whilst teaching, the teacher provided time for asking more question about the topic to the students. The technique was Questioning. The Whilst Teaching-Writing activities detail could be seen on Appendix 8.

c. Post Teaching-Writing Activities

The last techniques on post teaching were Drill and Product Making. Drill was given to evaluate how far the understanding on the topic that were learning at the time. Its purpose to evaluate the whole process on a kind of particular activity and delivered the exact result of instructional process. The drill form was given in Product Making, where each students asked to make product of short functional text. The Post Teaching-Writing activities detail could be seen Appendix 8.

Therefore the teaching writing process applied at Eleventh grade student class of MAN 1 Laung Tuhup could be showed as following table:

Table 4.3
The Teaching Writing Process Applied by the English Teacher
at Eleventh Grade Students Class of MAN 1 Laung Tuhup

Teaching Process	Technique
1. Pre Teaching	Grouping was used on this stage. Teacher grouped the students in order they can share idea, correct their writing task, or help each other. Teacher also arranged the students' seat style. The students were set into two students for each group.
2. Whilst Teaching	Demonstration and Reviewing , Read and Write , and Questioning were applied on whilst teaching stage. Demonstration and Reviewing could be seen when teacher asked the students coming forward to the class to present their own idea related to the topic and conveying their understanding topic which was being discussed. Read and Write applied on Whilst teaching seen when then students were asked to read the text o the handout and after reading was done, they were asked to write some new word that they did not the meaning on their

3. Post Teaching	notebook. Drill and Product Making were applied on Post Teaching stage. The students create a Product of their writing based on the topic given. These had function also as evaluation for the teacher to know how far the students comprehension.
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3. The Media in Teaching Writing Short Functional Text at Eleventh Grade Stuedents Class of MAN 1 Laung Tuhup

The present study observed the teaching writing strategies on short functional text at the eleventh grade students of MAN 1 Laung Tuhup about two weeks in two classess. The teacher always uses media to support the instructional process on that class. The teacher stated that:

\ “The media is depend on.....what aaaa I will teach. For example, if i teach about the brochure, i will bring the brochure, the example of the brochure in the.....you know in my class. If i you know if I discuss about will teach about the tips or about the advertisement . I will bring the adcvertisement. I will bring it in the....in the class. So the students can understand, and the students can..what is..can see the real example, the example of the short functional text itself.”⁵

Media used by the teacher during the instructional process should give different result rather without media, could increase the students involvement or attention that bring to the teaching learning purpose. In the first observation the teacher taught the students using book, hand out that contain the material, picture, and Magazines. The media usage on instructional process based on the topic of lesson that the teacher will teach. Furthermore, the teacher also restricted the reason of using the media:

⁵ The interview result with Mr.Radiansyah,S.Pd on September, 3rd 2013 at 16.10 pm.

“Because these media, aaaaaa...with these media the students can easy to understand what the example, the real example of the text of short functional text. For example, if I teach about the tips. If I ...you know... do not bring the example of the tips..aaaaaaa..the ,...I mean..the example of the tips.. text of tips aaaa..from the magazine or from the newspaper so they cannot understand what the real example of the tips or the...you know,..the brochure. But if I bring it to the class so they can....you know....if they do not aboutthe text. So if when I bring it in the classroom, so they can see,they can see and yhey can understand what is the short,the real example of the short functional text”⁶

Based on the observation, there were some media used by the teacher as explained in the table 4.4 below.

Table 4.4
Media used by the Teacher
on Teaching Writing of Short Functional Text

Media	
Handout Picture	The teacher give to all students related to the topic. The handout contains the material of lesson and its picture. So, the students could know the real context of the lesson.
Realia Media	The students inquired to demonstrate what the teacher had explained and perform their own example of the topic at the day in front of class.
Paper	The blank paper intentionally given as the media for product making for each student.
Magazine	The magazine used to increase the students attention during the instructional process.

The media above were applied on the teaching of writing short functional text and also stated on the teacher’s lesson plan on each meeting. Here, the teacher tried to maximize the students’ understanding about the kinds of text that would be taught at eleventh grade and to increase the students’ attention.

⁶ The interview result with Mr.Radiansyah,S.Pd on September, 3rd 2013 at 16.10 pm.

4. The Assessment on Students Writing of Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

The evaluation of every activity in instructional process is important, because it could measure how far the effectiveness and efficiency from all teaching result. The writing activity itself has its own approach that is different with other skills. It consisted of Product and Process. The teacher stated that on the pre writing process of students' activity using the technique as follows:

*"During the students' writing process well i of course i will be giving them you know help, helping, i will giving them helping for example i you know evaluate how they you know giving they brainstorming how they write the text and then how they you know how the method that they ...aaaa the method they use in writing you know and then the grammar the structures if they are incorrect write the grammar or the vocab so i am very you know i can helping them to giving them helping."*⁷

Based on the observation result, the teacher only concentrated on the product of students' writing. This could be seen the teacher only gave help only on pre writing stage, and for the next stage it did not continue. It was prove by the teacher did not use some indicator on Process assessment such as the use of Writing checklist, peer cross check or monitoring and so on.

Meanwhile, on the writing product the teacher had particular component that would be evaluated on the final product of students on writing short functional text. The teacher stated that:

*"Well done I assess or evaluate this student writing product the first the grammar, and the second the vocabulary, the vocabulary they use. And then the third, I also assess or evaluate how they you know aaaa how they write, how they write the short functional text."*⁸

⁷ The interview result with Mr.Radiansyah,S.Pd on September, 3rd 2013 at 16.10 pm

⁸ Ibid.

Based on the interview and observation result, the steps on assessing the students' final draft the teacher assessed the component of writing on the steps as follow:

- a. First, the teacher evaluated the final draft on the component of Grammar.

Based on the theory on chapter II, Grammar has 12% point from whole component of writing.

- b. Second, the teacher assessed the vocabulary. The vocabulary has 12% point of entire point in writing component.

- c. Third, the teacher assessed the content, organization, discourse, and the mechanics of the final draft of students' product. They have 76% point on writing component.

Table 4.5
Assessment on Teaching Writing of Short Functional Text

Evaluation	
Product Assessment	The teacher evaluates the students' product or the contents involving the grammar, the vocabulary, and Rhetorical step.

Assessment aimed at getting the students' comprehension level based on the level standard of the school. So, the teacher could take the next follow up when needed. It also is to know how successful the teaching implementation. The teacher stated:

"I use this aaaaaaa...well done I use this assessment, because this assessment very easy to apply you know to know how they are mastering the tenses, how they are mastering the vocabulary that I had give before

and then..and i also easy to give aaaa...giving the evaluation or give aaaa...I mean easy to scoring this students assessment.”⁹

To assess the students’ writing ability, the teacher applied scoring guide on the lesson plan for each kinds of text explained in the table 4.5 below:

Table 4.6
Scoring Guide in Writing Assessment

No	Writing Components	Score
1.	Content, Vocabulary, Rhetorical Steps, and Correct Grammar.	41-50
2.	Content, Vocabulary, Rhetorical Steps, and Inappropriate Grammar.	21-40
3.	Content, Vocabulary, Rhetorical Steps, and Wrong Grammar.	0-21

Maximum Score 1. 10×5 = 50

2. If the maximum score gained = 50

Total = 100

The aspects above were agreed with the theory on the chapter II. It should be reminded that the kind of text was short functional text not essay, discourse, or even long functional text. Hence, the teacher used the scoring guide line that had selected as the assessment on short functional text.

Based on the result of study above could be concluded that the teacher assessed the students’ writing used scoring guide that involves writing components such as Content, Grammar, Rhetorical Step, and Vocabulary.

⁹The interview Result. Op.cit.

Table 4.7
The Students' Final Score of Nature Class
on Writing Short Functional Text

No	Name of Student	Brochure	Advertisement	Tips
1.	Abdul Malik S.	71	65	65
2.	Ahmad Kamilah	65	71	69
3.	Ari Supriadi	65	68	69
4.	Bela Fujiani	75	70	71
5.	Cici Wahyudi	81	85	80
6.	Elmy Nor Aisyah	79	80	76
7.	Erda Trisdayanti	80	81	79
8.	Ervina Panduwinata	75	71	75
9.	Fadly Muhammad	65	68	65
10.	Febriandi Wahyudi	68	68	65
11.	Ledia Wandari S.	65	65	65
12.	Merty Violita	78	75	78
13.	Mimi	68	69	70
14.	M.Aminuddin	71	70	70
15.	Nor Halisa	81	70	70
16.	Novia Lestika	78	78	78
17.	Roni Rianto	71	69	69
18.	Siti Rupiah	83	84	85
19.	Ummul Husna	85	81	83
20.	Wahyudi	65	67	68
		Mean=73,45	Mean=72,75	Mean=72,5

Table 4.8
The Students' Final Score of Social Class
on Writing Short Functional Text

No	Name of Student	Brochure	Advertisement	Tips
1.	Anwar	65	68	70
2.	A.Rifaldi	70	73	71
3.	Ari Ariska	70	70	70
4.	Airi	68	71	73
5.	Ariyanti	70	70	70
6.	Dodi Al-Falah	78	75	70
7.	Doni Setiawan	67	70	70
8.	Enita Fauziah	69	69	70
9.	Elsa	69	70	71
10.	Firtia	70	75	73
11.	Fitriani	71	73	70
12.	Gusti	71	74	73
13.	Irvan	71	71	71

14.	Ihim	68	78	73
15.	Jefni	69	70	70
16.	Leni Rahmah	69	70	75
17.	Mini	70	71	73
18.	Nina.E	75	75	70
19.	Nurul.C.	75	75	70
20.	Ratmi.C	75	74	71
21.	Rezky	74	75	70
22.	Rahmini	75	74	73
23.	Sandi	75	75	71
24.	Siti Mujahidah	70	73	70
25.	Sahril Gunawan	70	73	70
26.	Sri Hariati.N	78	75	70
27.	Shintya	70	70	63
28.	Tomy Restu	79	70	75
29.	Winda	70	70	70
		Mean=71,41	Mean=72,31	Mean=70,89

5. The Language Teaching Quality in Teaching Writing Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

The teacher's success on teaching help to reflect the teacher performance. The success of teacher in this case was to know how Good Language-Teaching Characteristics. To know how far the teacher's competence, the researcher using the observation checklist from Brown that are consisted in Written Preparation, Pre teaching, Whilst Teaching, and Post Teaching. The data is collected into three phases. First, the researcher asked the written preparation of the teacher. Second, the researcher witnesses the instructional process on the class using the observation checklist. Third, all the score will be summed and conversed.

The results were taken into two weeks or six times performance. Science Class held on Thursday, August 22nd, 2013 at 09.45-10.00 am, on Saturday, August 24th, 2013 at 09.45-11.00 am, and on Saturday, August 31st,

2013 at 09.45.-11.00 am. Social Class held on Monday, August 19th, 2013 at 08.00-09.30 am, on Saturday, August 24th, 2013 at 11.30-12.45 pm, and Saturday, August 31st, 2013 at 11.30-12.45 pm.

In order to describe the language teaching quality, the researcher applied the guidelines of observation checklist as proposed by Brown on the Language Teaching Quality¹⁰ as follow:

Table 4.9
Observation Checklist Result
of Teacher Language Teaching Quality

Day : Thursday and Saturday
Date : August 22nd, 24th, 31st, 2013.
Time : 09.45-10.00 am and 09.45-11.00 am
Class : Science Program Class

No	Components of Evaluation	Performance		
		1	2	3
A.	Written Preparation	-	-	-
	1. Indicator formulation is appropriate.	-	-	-
	2. The material explanation is good.	-	-	-
	3. Instructional process formulation is appropriate.	-	-	-
	4. Method used is appropriate.	-	-	-
	5. Media used is appropriate.	-	-	-
	6. Evaluation is appropriate.	-	-	-
	7. The content is good.	-	-	-
B.	Opening (Pre-teaching) warming up			
	8. Greeting the students	5	4	5
	9. Motivating the students	3	4	4
	10. Review the previous lesson	3	4	4
C.	Presentation(Whilst Teaching)			

¹⁰ H.D Brown, *Teaching by Principle:An Interactive Approach to Language Pedagogy*, Second Edition, New York:Longman, 2001, p.432-434.

	11. Material explained at the students level and comprehension.	4	4	4
	12. The teacher showed an interest in, and enthusiasm for, the subject taught.	4	4	4
	13. Involve the students producing the target language.	2	4	3
	14. The teaching activity is varied	3	4	4
	15. Able to control and direct the students.	4	4	3
	16. Reinforce positively the students to try and attempt.	4	4	3
	17. Instructional media is used effectively.	4	4	4
	18. Structures were taken out of artificial drill context and applied to the real contexts of the students' culture and personal experience.	4	4	3
	19. Appropriate error correction and in the right time.	4	3	4
	20. Clarity, tone, and audibility of voice.	3	3	3
	21. Able to interact with student.	4	4	4
	22. Drills are used effectively.	4	4	4
	23. Examples and illustrations are used effectively.	4	4	4
	24. Answer the question of students carefully and satisfactory.	4	4	4
	25. The students were comfortable and relaxed, even during intellectual activity.	4	4	3
	26. The students treated fairly.	4	3	4
D.	Closing(Post Teaching)			
	27. Involve the students to summarize the lesson.	4	4	4
	28. Checking the students' comprehension.	4	4	4
	29. Giving motivation to the students to study more.	3	4	3
	30. Greeting close.	4	3	3
	Total score of point 1-30	86	88	85
	Score Conversion*	Enough	Enough	Enough

Table 4.10
Observation Checklist Result
Of Teacher Language Teaching Quality

Day : Monday and Saturday
Date : August 19th, 24th, 31st, 2013.
Time : 08.00-09.30 am and 11.30-12.45 pm
Class : Social Program Class

No	Components of Evaluation	Performance		
		1	2	3
A.	Written Preparation			
	1. Indicator formulation is appropriate.	-	-	-
	2. The material explanation is good.	-	-	-
	3. Instructional process formulation is appropriate.	-	-	-
	4. Method used is appropriate.	-	-	-
	5. Media used is appropriate.	-	-	-
	6. Evaluation is appropriate.	-	-	-
	7. The content is good.	-	-	-
B.	Opening (Pre-teaching) warming up			
	8. Greeting the students	4	5	5
	9. Motivating the students	3	3	4
	10. Review the previous lesson	3	4	4
C.	Presentation(Whilst Teaching)			
	11. Material explained at the students level and comprehension.	4	3	3
	12. The teacher showed an interest in, and enthusiasm for, the subject taught.	4	3	4
	13. Involve the students producing the target language.	3	2	2
	14. The teaching activity is varied	3	3	3
	15. Able to control and direct the students.	3	4	4
	16. Reinforce positively the students to try and attempt.	3	3	3
	17. Instructional media is used effectively.	4	4	3
	18. Structures were taken out of artificial drill context and applied to the real contexts of the students' culture and personal	4	3	3

	experience.			
	19. Appropriate error correction and in the right time.	3	3	4
	20. Clarity, tone, and audibility of voice.	4	4	4
	21. Able to interact with student.	4	3	3
	22. Drills are used effectively.	4	4	4
	23. Examples and illustrations are used effectively.	4	4	4
	24. Answer the question of students carefully and satisfactory.	4	3	3
	25. The students were comfortable and relaxed, even during intellectual activity.	4	4	3
	26. The students treated fairly.	4	3	3
D.	Closing(Post Teaching)			
	27. Involve the students to summarize the lesson.	4	4	4
	28. Checking the students' comprehension.	4	3	4
	29. Giving motivation to the students to study more.	3	3	4
	30. Greeting close.	5	4	4
	Total score of point 1-30	85	79	82
	Score Conversion*	Enough	Enough	Enough

Note:

- Scoring in A using Liker Scale system **5=very agree 4=agree, 3=doubt, 2=disagree, 1=completely disagree.**
- Scoring in B+C+D using Rating Scale system **5=always, 4=often, 3=rarely, 2=quite rarely, 1=never.**
- Total score (A+B+C+D) is summed.
- Score span 120-150=**A (Good)**, 90-119=**B (Good Enough)** 60-80=**C (Sufficient)** 30-59=**D (Lack).**

Table 4.11
Scoring Conversion of Observation Checklist

Score Span	Score Conversion	Qualitative Score	
80-88	= 6,9	C	Sufficient/Enough
75-79	= 6,7		
70-74	= 6,5		
65-69	= 6,3		
60-64	= 6,0		

Based on the observation checklist result above, the teacher's language-teaching quality on first observation graded 86, second observation was 88, and third observation was 85 on Science Program Class. Meanwhile, the score gained on Social Program Class were 85,79, and 82. Based on the score Span, it could be categorized as **Enough in Teaching Quality of Language Teaching.**

B. Discussion

1. The Teacher's Readiness in Teaching Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

Based on the study result on data finding, the teacher's readiness before teaching as follows:(a). Preparing Lesson Plan for each meeting.(b). Preparing the Material of teaching writing of short functional text that was consisted in material of Brochure, Advertisement, and Tips. The materials were prepared on Handout forms.(c). Preparing the Instructional Media such as Picture, Blank Paper, Handout and Magazine.

The preparations above are suitable with the theories stated on chapter II. Harmer provides the wider aspect of Pre Teaching activity. He proposes some main elements, such as Activities: Consider what students will be doing

in classroom;the way thye will be grouped, whether they are to move arround the class, whether they will work quitely side-by-side researching on the internet or whether they will be involved in a boisterous group writing activity , Language skill: we need to make a decision about which language skills we wish our students to develop.¹¹

Goodwyn and Branson also state that there are some main elements before teaching, they are Contents and Process. Content means what skills are to be learned; what texts and other resources will be used, and Process means how learning will take place; the activities students will participates in; how they will demonstrate their learning and how it will be assessed.¹²

2. The Teaching Procedures on Teaching Writing of Short Functional Text at Eleventh Grade Students of MAN 1 Laung Tuhup

a. Pre Teaching-Writing Activities

The teachers was able to dig the knowledge of students by asking at the beginning of study or more famous called by Brainstorming process. The teacher asked about the previous lesson to the students. In addition, asking students' assignment was also Pre teaching. The teacher on this stage grouped the students into two students for a group. Grouping at this stage in order the students could share idea and knowledge.

The usage of Brainstorming and Grouping above, are highly known on Taxonomy of Techniques which introduced by Crookes and Chaudron on

¹¹ Jeremy Harmer, *The Practice of English Language Teaching*, Cambridge,UK:Longman, 1998, p.308-309.

¹² Andrew Goodwyn and Jane Branson, *Teaching English : A Handbook for Primary and Secondary School Teachers*, London:Routledge Falmer, 2005, p.30-31.

Brown. Brainstorming known as semi-controlled technique, is a special form of preparation for the lesson, like setting, which involves free, undirected contributions by the students and the teacher on a given topic, to generate multiple associations without linking them; no explicit analysis, or interpretation by the teacher.¹³ Grouping or Pair work also has many advantages such as Generates interactive Language, offers an embracing affective climate, promotes learners responsibility and autonomy, and a step toward individualizing instruction.¹⁴

b. Whilst Teaching-Writing Activities

There were some strategies applied by the teacher on Whilst Teaching based on Observation result as following:

- 1) Read and Write
- 2) Demonstration
- 3) Drill

These techniques were supported by the experts. Crooke and Chaudron in Brown explained that **Read and Write** is Reading directly from a given text. **Demonstration** is selected students or teacher illustrates the procedures to be applied on the lesson segment to follow. Includes brief illustration of language or other content to be incorporated. **Drill or Testing** is formal testing procedures to evaluate students progress.¹⁵ Three techniques used by

¹³ H.Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Second Edition, White Plains, New York : Longman, 2001, p. 135.

¹⁴ Ibid, p.178-179.

¹⁵ H.Douglas Brown, op.cit, p.134.

the teacher based on Taxonomy of technique of Crooke and Chaudron in Brown.

c. Post Teaching-Writing Activities

The final stage of instructional the teacher involves the students to summarize the lesson and gives motivation to study again. Summarize the lesson at the end of instructional process on Taxonomy of Technique called by Wrap-Up.

The teaching procedures above had positive correlation during the instructional process of teaching of writing short functional text and the examination result of all the students in both two classes where all of the students could gained the KKM (Kriteria Ketuntasan Minimal) of the School. The others effect on using the techniques on the teaching procedures the students more active during the instructional process, they were involving in reading the text, writing the new words, demonstrating their own idea based on the topic given, reviewing the lesson, questioning, making a product, and summarize the lesson on each meeting.

3. The Media used on Teaching Writing of Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

There were a lot of media that teacher used on teaching writing of short functional text at eleventh grade students of MAN 1 Laung Tuhup such as Handout, Picture, Students, Paper, and Magazine. The teacher applied and used those media in order to make the lesson more understandable and give real example of the text taught. The media selection was considered based on the students characteristic, subject objectives, and instructional process

activities. This was supported by statement of expert that the effectiveness of instruction can be enhanced when the teacher uses media that specifically matches the subject matter and learning activities, and media selection is the process teachers use to identify the media most likely to support the instruction based on their analysis of learner characteristics, lesson objectives, and learning activities.¹⁶

Meanwhile, Students classified as Realia Materials based on the types of material from Gebhard on Chapter II. Realia Media (in language teaching) is actual objects and items which are brought into a classroom as examples or as aids to be talked or written about and used in teaching. Realia may include such things as photographs, articles of clothing, and kitchen objects.¹⁷

4. The Assessment of Students' Writing on Writing of Short Functional Text at the Eleventh Grade Students of MAN 1 Laung Tuhup

Assessments on students' writing which used were Process Approach and Product Approach. The teacher used the approach aimed at getting balance on writing activity. These approaches corresponded with expert that the teacher should balance between Process and Product approach. Brown states because writing is a composing process and usually requires multiple

¹⁶ Debby Houston, *Selecting Media for Diverse Classroom*, Florida:Florida Department of Education Press, 2002, p.1.

¹⁷ Jack C. Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics*, Third Edition, UK: Longman Pearson Education, , 2002, Third Edition, p.445.

drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing.¹⁸

Based on the result of observation during the study was conducted, the approach that was used by the teacher only on Product Assessment area. On Product Assessment, the teacher assessed the product of writing ability using Scoring Guide.

5. The Language Teaching Quality on Teaching Writing Short Functional Text at -the Eleventh Grade Students of MAN 1 Laung Tuhup

Based on the score of Observation checklist gained the teacher's language teaching quality on teaching of writing of short functional text at eleventh grade students of MAN 1 Laung Tuhup was Good Enough with encountered from sixth times of observation on two different classes. The score were 86, 88 and 85 on Science Class Program. Meanwhile, on Social Class Program were 85, 79, and 82 score. Hence, the competence of teacher on teaching writing of short functional text at Eleventh Grade Students of MAN 1 Laung Tuhup could be categorized as Enough of Language-Teaching Characteristics based on the observation checklist guideline of Brown.¹⁹

Determining a Good Language-Teaching of teacher besides the result above could not be ignored by conversing to the language teaching characteristics on the previous chapter (chapter II). There are four good language teaching characteristics such as Technical knowledge, Pedagogical

¹⁸ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, Second Edition, New York: Longman, 2001, p.347.

¹⁹ Ibid, p.432-434.

Skills, Interpersonal Skills, and Personal Qualities. All four characteristics were appeared during the instructional process.

Technical knowledge seen on teacher's ability to recognize and repair error and mistakes as the students read the text and wrote the text on the assessment stage. Pedagogical Skills could be seen on variety of techniques that implemented such as Grouping, Read and write, demonstration and reviewing, questioning, drill, and product making. Interpersonal Skills could be seen as the teacher treated the students fairly among the lesser ability students and high ability students and gave the same opportunity. The teacher also valued the opinion and ability of students as they were demonstrating their own idea. Last, on Personal Skills could be seen as the teacher maintained and exemplified high ethical and moral standards by greeting in opening and closing the lesson.