

**THE STUDENTS' DIFFICULTIES IN WRITING
SHORT FUNCTIONAL TEXT BASED ON KTSP CURRICULUM
AT THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 OF
PALANGKA RAYA**

THESIS

Presented to the Department of Education of the Islamic State College of
Palangka Raya in Partial Fulfillment of Requirements for the Degree of
Sarjana Pendidikan Islam



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THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF ENGLISH EDUCATION
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APPROVAL OF THE TISIS ADVISORY COMMITTEE

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SHORT FNCTIONAL TEXT BASED ON KTSP
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Peace be unto and God's mercy and blessing as well

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Alhamdulillah and praise belong to Allah SWT the almighty, because his blessing and mercy, finally the writer is able to complete this thesis entitled: *The Students' Difficulties in Writing Short Functional Text Based on KTSP Curriculum Written by the Tenth Grade Students of SMU Muhammadiyah I of Palangka Raya.*

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English education, the department of education, the Islamic State College (STAIN) of Palangka Raya. Many people who have contributed support, assistances, and guidance of various sides, therefore the writer says the special thanks to:

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Finally, this thesis is not perfect; there are many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.

It is hoped that this thesis will be useful for the reader in generally and for the writer especially. May Allah bless us forever.

Palangka Raya, July 27, 2009

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Abstract

**THE STUDENTS' DIFFICULTIES IN WRITING
SHORT FUNCTIONAL TEXT BASED ON KTSP CURRICULUM AT
THE TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 1 OF
PALANGKA RAYA**

ABSTRACT

The problems of the study are; (1) What difficulties do the students have in writing short functional text?, (2) What strategies does the English teacher use to teach writing short functional text?. The aims the study are: (1) To describe the students difficulties in writing short functional text; (2) To know the applied strategies by English teacher of tenth grade students of SMA Muhammadiyah 1 of Palangka Raya in teaching writing short functional text.

The type of the study was descriptive method. The subjects of the study were 26 students and 1 English teacher. The techniques of data collection were observation, test, and interview. The data analysis used some procedures: (1) Data collection, (2) Data reduction, (3) Data display, (4) Conclusion drawing/ verification.

The result of the study showed that the difficulties faced by the tenth grade students in content of writing, which they had difficulties to present the fragmented information in their writings, the students who had difficulties in content of writing were 4 students. In organization of writing, in which their writing product were not good organization, the students who had difficulties in organization were 5 students. In sentence structure of writing, in which they had difficulties in diction and applying of those words, the students who had difficulties in sentence structure were 24 students. In grammar of writing, in which they had difficulties in grammar, ex: they had difficulties in using tenses, subject-verb, spelling, and punctuation. The students who had difficulties in grammar were 26 students. In addition, the strategies applied by the English teacher were Helper, Project and discussing strategy.

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ABSTRAKSI

Rumusan masalah adalah; (1) Kesulitan-kesulitan apa yang dihadapi murid-murid kelas X SMU Muhammadiyah I Palangka Raya dalam menulis teks tulis pendek fungsional?, (2) Strategi-strategi apa yang diterapkan oleh guru bahasa Inggris di SMA Muhammadiyah I Palangka Raya dalam mengajarkan menulis teks tulis pendek fungsional?. Tujuan penelitian ini ialah; (1) Mendeskripsikan kesulitan-kesulitan apa yang dihadapi murid-murid kelas X SMU Muhammadiyah I Palangka Raya dalam menulis teks tulis pendek fungsional, (2) Mencari tahu strategi-strategi yang diterapkan oleh guru bahasa Inggris di SMA Muhammadiyah I Palangka Raya dalam mengajarkan menulis teks tulis pendek fungsional.

Jenis penelitian ini adalah metode deskriptif. Subjek penelitian adalah 26 orang siswa kelas X SMA Muhammadiyah I Palangka Raya dan 1 orang guru bahasa Inggris di kelas X SMA Muhammadiyah I Palangka Raya. Tehnik pengumpulan data adalah dengan observasi, tes, dan wawancara. Analisis data dengan menggunakan beberapa prosedur yaitu; (1) pengumpulan data, (2) Pemilihan data, (3) Pemaparan data, (4) kesimpulan.

Hasil penelitian menunjukkan bahwa kesulitan yang dihadapi oleh siswa kelas X SMA Muhammadiyah I Palangka Raya adalah pada content yang mana siswa kesulitan untuk menampilkan, memaparkan dan mengembangkan informasi dengan jelas, dan siswa yang kesulitan pada isi tulisan berjumlah 4 orang. Pada organization of writing yang mana pada hasil tulisan siswa memiliki banyak ide yang tidak terorganisir dan tidak berhubungan satu dan yang lainnya, dan siswa yang kesulitan pada organisasi tulisan berjumlah 5 orang. Pada sentence structure yang mana siswa banyak salah dalam memilih kata sehingga membuat artinya berbeda dengan apa yang mereka maksud, dan siswa yang bermasalah pada struktur kalimat berjumlah 24 orang. Pada grammar yang mana siswa bermasalah pada pemilihan kata, penggunaan to be, ejaan, dan fungsinya, dan siswa yang kesulitan pada grammar berjumlah 26 orang. Dan strategi-strategi yang diterapkan oleh guru bahasa Inggris adalah Helper, Project, dan Discussing strategi.

DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE STUDENT' DIFFICULTIES IN WRITING SHORT FUNCTIONAL TEXT BASED ON KTSP CURRICULUM AT THE TENTH GRADE STUDENTS OF SMU MUHAMMADIYAH 1 OF PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it given a citation and shown in the list references.

If my own declaration is not right in this thesis, I am ready to be given the academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, July 27, 2009

My own declaration,



HASNAWATI APRIANA.
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Dedication

DEDICATION

This thesis dedicates to

1. My Beloved father H. Ahmad Hasani who has given his love, pray, suggestion, and supports;
2. My beloved mother Hj. Noor Ainiati who has given her love, pray, suggestion, and supports;
3. My beloved young sister Siti Indriati and her friends who had given their pray and supports; I hope you will better than me.
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Motto

MOTTO

فَسْأَلُوا أَهْلَ الذِّكْرِ إِنْ كُنْتُمْ لَا تَعْلَمُونَ

(النحل: ٤٣)

If ye realize this not,
ask of those who possess the message
(An-Nahl: 43)



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CHAPTER I

CHAPTER I INTRODUCTION

A. Background of the study

Allah SWT has created different tribes, nation, and languages in this world in order that people are able to know each other by using various languages as the tool of communication.

Douglas Brown states that Language is a system of arbitrary conventionalized vocal, written, or gesture symbol that enables members of a given community to communicate intelligibly with another.¹ One of the well-known language is English. English has become an international language. It used among the nations with different mother tongue. In Indonesia, English has become an important language. It is taught in formal and informal education. It becomes compulsory subject that is learned starting from elementary school up to university.

In the process of teaching learning English, there are four language skills which should be mastered by the students, they are: listening, speaking, reading, and writing. Beside that we have to master vocabulary, grammar and pronunciation. They will help the students in mastering of these skills. Related to writing ability in writing text or paragraph, they have to know vocabulary, grammar, and pronunciation. Writing is one of the important skill in English. There are many kinds of text in writing paragraph they are exposition, narration,

¹Brown Douglas H, *language Learning and Teaching fourth edition*. New York :Long Man. Inc 2000, p. 5

description, and anecdote. Lennerberg in Brown states that writing is culturally specific, learned, and behavior. We learn to write if we are members of a literate society and if only some one teaches us.² According to Hornby, writing is the activity or occupation of writing.³

Writing will include the various activities. The activities are to generate ideas, arrange sentences, and compose some kind of compositions. Generating ideas have been generated; the next activity is a sentence arrangement. In this activity, the ideas are formulated into sentence. The sentences arrangement should be organized coherently. Then, the sentences were combined into composition.

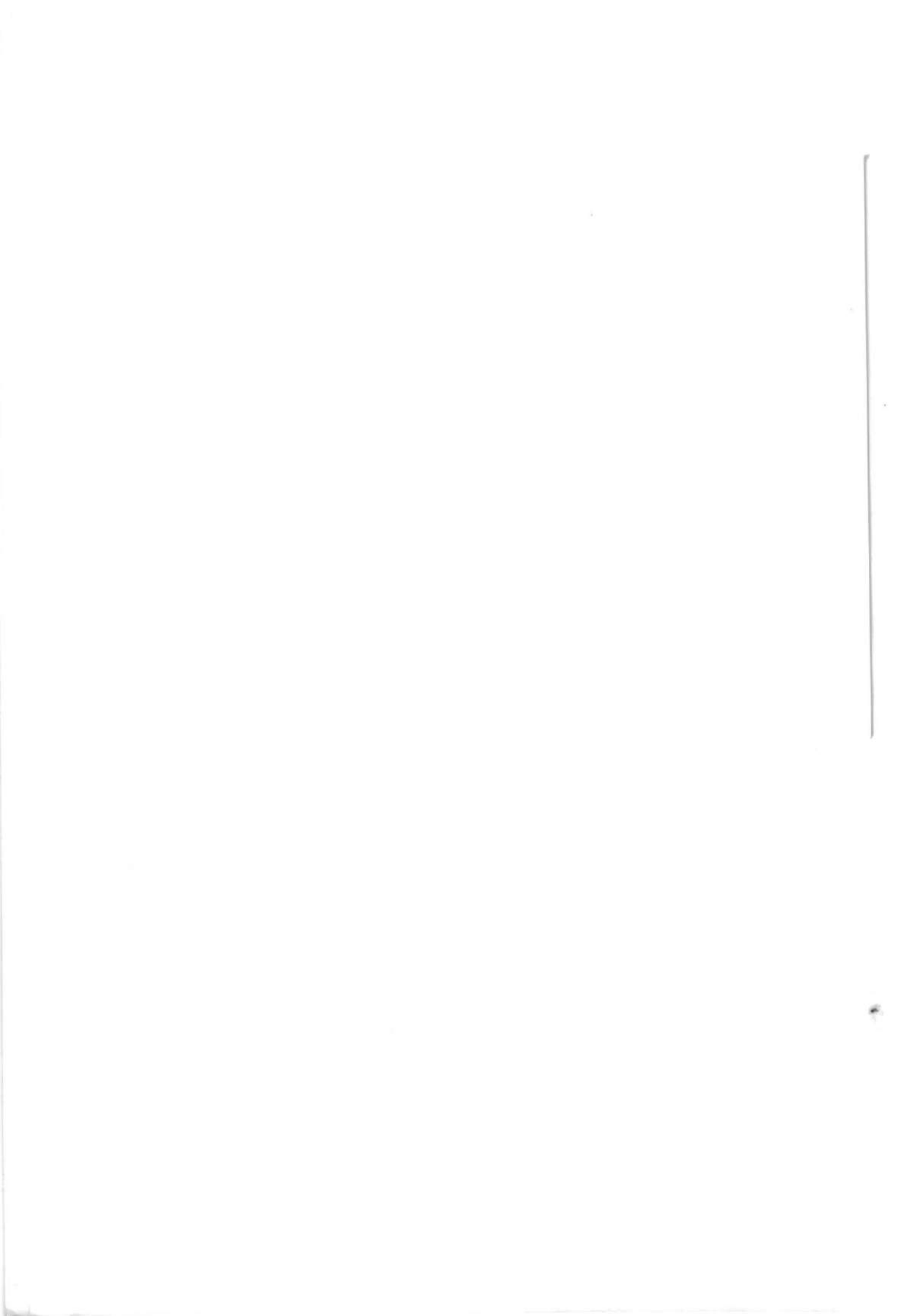
In senior high school, the students are supposed not only to have communicative competence but also to express and write English grammatically. It is because of the goal of national standard education is focused on skill development. According to Educational Unit level Curriculum, the writing basic competence of senior high school for the first grade that the students are expected to be able to: *mengungkapkan makna dalam teks tulis fungsional pendek dan esai sederhana berbentuk narrative, deskriptif dan news item dalam konteks kehidupan sehari-hari*.⁴ It is also stated in Educational Unit level Curriculum

The short functional text such as announcement, invitation, advertisement, greeting card, and personal letter are taught in all grade of senior high school. It showed that learning writing short functional text is very important.

²Byrne Donn. *Teaching Writing Skill*, England: Long Man 1979, p. 334

³As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1383.

⁴Departement Pendidikan Nasional, BSNP, *Kurikulum KTSP, Standar Kompetensi*, Jakarta, 2006, p.11-12



Based on the preliminary study at SMA Muhammadiyah I of Palangka Raya, the writer found some difficulties in writing of short functional text such as disability on grammar, usage, and mechanics, vocabulary and spelling problems. In short functional text, there are some strategies that can be make and used to. Thus, in this study the writer is interested in discussing about the difficulties in writing short functional text and the teacher's strategies to teach the short functional text. Therefore, the writer would like to propose a study entitled *The Students' Difficulties in Writing Short Functional Text Based on KTSP Curriculum at The Tenth Grade Students of SMA Muhammadiyah I of Palangka Raya*.

B. Problems of the study

Problems of the study as follows:

1. What difficulties do the students have in writing short functional text (announcement, greeting card, invitation, advertisement, and personal letter)?
2. What strategies does the English teacher use to teach writing short functional text (announcement, greeting card, invitation, advertisement, and personal letter)?

C. Objectives of the study

There are some objectives of the study, as follows:

1. To describe the students difficulties in writing short functional text.
2. To know the applied strategies by the English teacher of tenth grade SMA Muhammadiyah I Palangka Raya in teaching writing short functional text.

D. Significant of the study

This study is expected to be significant for the following:

1. To the researcher. This study would like to give contribution to the actual information to do deep study about the students' difficulties in writing short functional text and how to teach it.
2. To the teacher. This study helps the teacher to describe the problems in writing short functional text faced by the Tenth grade students.
3. To the students. The description of this study may become very useful to improve the students' ability in writing short functional text.

E. Method and Subject of the Study

1. Time and Place of the Study

In this study, the writer needed two months to collect all of the data accurately and briefly. It was done from April 14th to June 14th 2009. The place of the study is at SMU Muhammadiyah I, jl. RTA. Milono km 1, 5 Palangka Raya, Kalimantan Tengah 73111.

2. Method of the Study

The design in this study is descriptive study. According to Arikunto, "*penelitian deskriptif tidak dimaksudkan untuk menguji hipotesis tertentu, hanya menggambarkan apa adanya tentang suatu variable, gejala dan keadaan.*"⁵

It can be concluded that a descriptive research is an approach, which could be used to find out and describe the data spoken and written from informants and their attitudes that can be observed by the writer.

3. Subject of the Study

The subject of the study was the English teacher of the tenth grade students and the Tenth grade students of SMA Muhammadiyah 1 of Palangka raya. The numbers of the subjects were 26 (twenty-six) students and 1 (one) English teacher. They were chosen as the subjects of the study since the material of short functional text have been taught in this class.

4. The Technique of Collection Data

In collection data, the writer used four techniques, they are: observation, test, interview, and documentation.

a. Observation

According to Margono, observation defined as "*pengamatan dan pencatatan secara sistematis terhadap gejala yang nampak pada objek penelitian.*"⁶

⁵Arikunto, S, *management Pendidikan: Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta, 2003, p. 310

⁶Margono, *Metodelogy Penelitian Pendidikan*, Jakarta: Rineka Cipta, 2003, p.

Hornby states observation is the action of watching somebody or something carefully to notice things.⁷ Observation is a technique to get the data. The data in this study can be seen from techniques, namely:

- 1) The place or location is general illustration about the place condition or located of the study.
- 2) Subject, is people involve
- 3) Activities, is a set of related acts people do
- 4) Acts, is a single people do
- 5) Event, is a set of related activities that subject carry out
- 6) Time, is time that available as long as researching chronological.

The observation more focused for:

- 1) Strategies are applied by the teacher

b. Test

According to Arikunto, test is "*serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, inteligensi, kemampuan atau bakat yang dimiliki individu atau kelompok*."⁸

Based on this quotation above, test in this study used to find and measure the students' difficulties and students' ability in writing short functional text.

The test was constructed in the form of essay. The writer gave the items to the students. Because, she wanted to describe the difficulties and problems of the students in writing short functional text in the forms of narrative, descriptive and

⁷As Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, New York: Oxford University Press, 1995, p. 798

⁸Arikunto, S, *management Pendidikan*, p.127

news item. Then, the writer gave the score for the students with the marking system, it can be seen in the following table:

Table 1.1
Writing Band Scales⁹

A	80-100	It is well organized. The message is completely comprehensible. Arguments are relevant and related to writer's view. Main ideas and effective supporting ideas are clearly stated. The language is clear, smooth, and interesting, and is consistently accurate, showing a full command of complex structure. There are no major errors of vocabulary, spelling, punctuation, or grammar.
B	67-79	It is well organized and highly comprehensible. Arguments are quite relevant in relation to writer's view. Main ideas and effective supporting ideas are almost clearly stated. There is a clear message with only minor loss of detail and little need for correction of vocabulary, spelling, punctuation, or grammar. The language is clear interesting.
C	55-66	It is rather well organized. Arguments are rather relevant in relation to writer's view. Main ideas and supporting ideas are rather clear. The message is almost clear but with some loss of detail. Many corrections of vocabulary, spelling, punctuation, or grammar are needed.
D	41-54	It is organization and message are rather difficult to be followed. Arguments are only slightly relevant in relation to writer's view. Main ideas and supporting ideas rather trouble the readers. The language is rather unclear and has frequent errors of vocabulary, spelling, punctuation, or grammar.
E	40 or less	It is organization and message are difficult to be followed. Arguments are not relevant or not related to writer's view. Main ideas are not clearly stated. The language is not clear and has frequent, serious errors of vocabulary, spelling, punctuation, or grammar.

Based on the table above, the writer would like to find and measured students' difficulties and ability in writing short functional text. They can be seen from:

1. **Content:** Indicates that the ability of the students to identify and formulate the main idea and some supporting idea include into the assignment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

⁹Leo Sutanto dkk, *English for Academic Purpose. Essay Writing*. Yogyakarta. Andi. 2007
p. vii

2. **Organization:** The students must be able organize the main ideas and supporting main ideas well. In this case, the ideas are logically arranged in order to be understood easily by the readers.
3. **Sentence Structure:** The students must be able sustain variety in sentence structure and exhibits good word choice.
4. **Grammar:** The sentence constructed and word assembled in paragraph writing should be under stable and unambiguous. Beside that, in should fulfill the grammatical requirement. Therefore, this matter belongs to the term of grammar.

Then, as the score was obtained, the writer consulted it to the level of score for getting the result of the study according to the score of the implementation below:

Table 1.2
The Qualification Level of Score.

Point of Score	Code	Qualification Level
80-100	A	Excellent
67-79	B	Good
55-66	C	Sufficient
41-54	D	Poor
40 or less	E	Failed

Based on the qualification level of scores, the students' score would be determined whether it was excellent, good, sufficient, less, and fail. Then, the writer could see the students' ability and students' difficulties in writing short functional text.

Then, the writer presented the number of the students in each level in the percentage by using the formula, that is:

$$\% = \frac{\text{Number of The Students in Each Level}}{\text{Total Number of the Students}} \times 100\%$$

c. Interview

Nasution stated. *“Wawancara atau interview adalah suatu bentuk komunikasi verbal jadi semacam percakapan yang bertujuan memperoleh informasi. Biasanya komunikasi ini dilakukan dalam keadaan saling berhadapan namun komunikasi juga dilaksanakan melalui telepon.”*¹⁰

The usage of the technique by giving questions directly between interviewer to interviewee. It is intended to get accurate information about the teacher and the students. To get and collect clear explanation, the writer used the kind of structured interview. The data which can be gotten from the technique, as follows:

- 1) The source of students' difficulties in writing short functional text.
- 2) Students' problems in writing short functional text.
- 3) The applied strategies by the English Teacher in teaching writing short functional text.
- 4) The teacher's problem in teaching writing short functional text.

¹⁰Nasution, *Metode Research*, Jakarta: Bumi aksara. 2004, p.113

d. Documentation

Arikunto states that “*dokumentasi adalah mencari data mengenai hal-hal atau variable yang berupa catatan, transkrip, buku, surat kabar, majalah dan sebagainya*”¹¹

Based on quotation above, documentation is a technique in collecting data by using documents of writing that is gotten and or related to the data need, such as:

- 1) The students’ writing about short functional text.
- 2) The result of the students’ writing evaluation (the students’ score) in writing short functional text.
- 3) Syllabus of English education (writing material) for the tenth grade senior high school.
- 4) List name of the tenth grade students as subject.
- 5) Curriculum vitae of the tenth grade English teacher as subject.
- 6) Transcription of interview.

5. Validity of Data

The validity of the data used to guarantee all of the data was observed and investigated by the writer were relevant with the purpose of the research. The way to get the validity of data was by taking the opinion from Lincoln and Guba in Moleong as follow:

- a. **Triangulation**, *pengecekan keabsahan data dengan cara membandingkan sumber-sumber data hingga sampai mencapai titik jemu.*

¹¹Suharsimi Arikunto, *procedure penelitian Suatu Pendekatan Praktik Edisi Revisi V*, Jakarta: Rineka Cipta , 2002, p. 206

- b. **Membercheck**, peneliti berusaha untuk melibatkan informant melalui interview guna mencocokkan antara interpretasi dengan pandangan informant.
- c. **Peer debriefing**, adalah mendiskusikan data dan informant yang telah terkumpul dari berbagai pihak.¹²

6. Analysis of the Data

Boglan and Biklen in Qodir states that data analysing is

“A process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your own understanding of them to enable you to present what you have to recover to others. Analyzing involve working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns discovering what is important and what is to be learned, and deciding what you will tell others.”¹³

Based on the statements above, the writer used the technique of the data analysis. Based on Miles and Humbermen in Rahardjo. From the document, data could be learned and used comprehensively, as follows:

- a. **Data collection** are data observation, test, interview, and documentation.
- b. **Data reduction** is all of the data that have been collected, and then it is processed between relevant and irrelevant to the problems.
- c. **Data display** is the relevant data reported.
- d. **Conclusion drawing/ verification** is the summary in answering the problems of the study.¹⁴

Based on the quotation above, the techniques were assumed to have important role. It was intended the data presented were not complete, but the data that have been chosen randomly in the field. The researcher had to reduce the data and then chose the relevant data to be presented.

¹² Lexy, j. Moelong, *Metode penelitia Kualitatif*. Bandung: Remaja Rosdakarya, 2004, p. 120

¹³ Abdul Qodir, *Metodologi Riset Kualitatif*, Palangka Raya.t.hp, 1999, p. 77-78

¹⁴Mudjia Rahardjo, *Pengantar Penelitian bahas*. Malang: Cendekia Paramulya, 2002. p.57

F. Frame of Thinking

In senior high school, the students are supposed not only to have communicative competence but also to express and write English well and grammatically. It is because of the goal of National standard education is focused on skill development. Short functional text such as announcement, personal letter, greeting card, invitation, and advertisement are one of the material taught in all grade of senior high school.

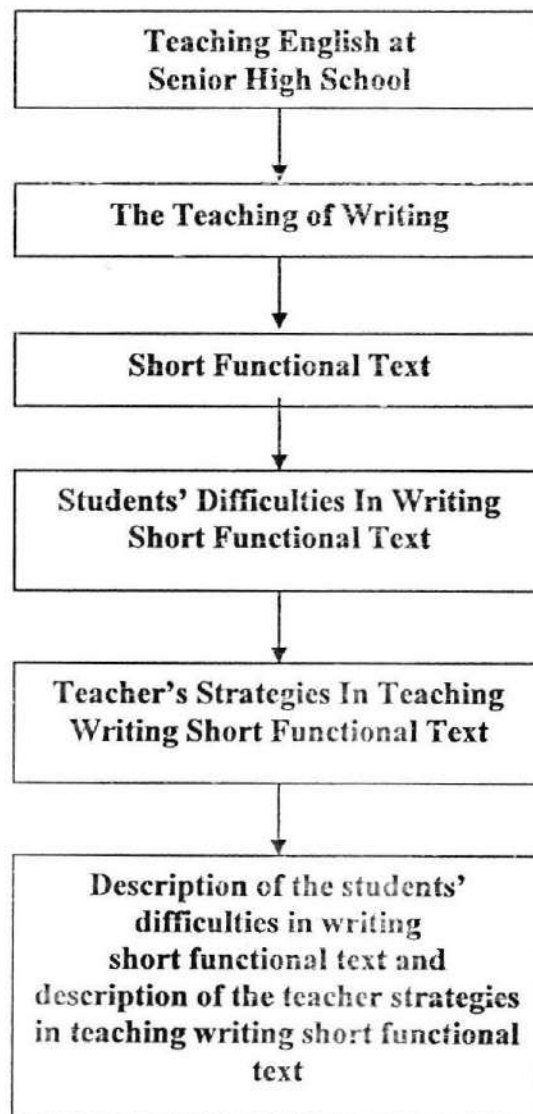
Based on preliminary study at SMA Muhammadiyah 1 of Palangka Raya the writer found some difficulties in writing short functional text such as disability on sentence structure, grammar, usage and mechanics and vocabulary.

According to Zamel in Nunan states that writing skills can develop rapidly when students' concern and interest are acknowledged, when they are given numerous opportunities to write, and when they are encouraged to become participants in a community of writers.¹⁵ Its mean that if none of those conditions has been gotten, the students only can take exercise to develop their ideas or skills in writing. It called free writing. It is technique to generate ideas. It should be used as a beginning, as an initial exploration of the ideas that they have about a topic. An English teacher can use the free writing as beginning to help the students get started related task.

Strategies in teaching writing can help the students to solve their problems especially related to syllabus of English education and it might make easy to the

¹⁵ David Nunan, *language Teaching methodology*, A Text Book for Teachers, Sidney: Practice Hall International, 1998. p. 88

next or the other students use it as problem solving in writing. It means that if the strategies are success so, it can be use or continued by the next students.





CHAPTER II

CHAPTER II

REVIEW OF WRITING STRATEGIES AND SHORT FUNCTIONAL TEXT

A. Writing

1. The Nature of Writing

They are some definitions of writing that are taken from resources, Dulay states that writing is only mode in which both linguistics manipulation task and communication task have been given.¹⁶ According to Fauziati also gives statement that writing as a process is oriented to wards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.¹⁷ In the other words, Nunan also states that writing activity as commonly conceived, is a highly sophisticated skill combining a number of diverse elements, only of which are strictly linguistic.¹⁸

Lennerberg in Brown states that writing is culturally specific, learned, behavior. We learn to write if we are members of a literate society and if only some one teaches us.¹⁹ According to Hornby, writing is the activity or occupation of writing.²⁰

Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information

¹⁶Heidi Dullay, et al. *Language Two*. New York: Oxford University Press, 1982, p. 226

¹⁷Endang Fauziati, *Teaching English As a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002. p, 151

¹⁸David Nunan, *language Teaching Methodology*. A text Book for Teachers, Sidney: Practice Hall International, 1988, p.69

¹⁹Byrne Donn. *Teaching Writing Skill*, England: Long Man 1979, p. 334

²⁰As Hornby, *Oxford Advanced Learner's Dictionary Of Current English*,New York: Oxford University Press, 1995, p. 1383.

in their mind that should be express into writing form. Writing will be the best if the students guide on the rules defined. It usually refers to contents, organization, grammatical, usage and mechanics, sentence structure, mastery on vocabulary and so on.

2. The Element of Writing

There are a few of elements of writing, they are:

a. Type of Writing

Four can divide types of writing, they are:

1) Description

According to Mc. Call in Nirwanto that description text is “a kind of writing form which is used to evoke the impression produced by some aspects of a person, place, scene, or the like. The writer tries to suggest in the readers’ mind a picture similar in his own mind.”²¹

In description paragraph, the writers are describing the way something looks like. Thus, to describe means to show what something look like. In order to describe something accurately, a writer just look at, observe, or learn the thing carefully and closely.²² For example:

Indry is my sister. She is very beautiful and friendly. Her hair is as long as her shoulders. She is very energetic. She is very active in her school activities and takes some extracurricular subjects. One of them is dancing.

²¹Nirwanto Rahmadi, *An Enrichment Material for Writing IV*, Palangka Raya , p.1

²²Furaidah, *Advanced writing*, Jakarta: Pusat Penerbitan Terbuka, 2002. p.21

She has been practicing dancing since she was nine years old. She can dance both traditional and modern dances. However, she prefers traditional dances to modern ones. Her favorite dance is Pakarena dance. It is from Makasar.

Every time she performs the dance on the stage, she was gives her best performance to her audience. Therefore, they really enjoy her dance.

So far, she has appeared many times in formal ceremonies, parties and same local dancing festivals, she has won any competition so she is very famous in her school. She often performs abroad as a member of Indonesia culture delegation. Someday, she dreams to become a well-known dancer and if she has enough money, she will own dancing company.

2) Exposition

According to Mc. Call in Nirwanto state, that exposition is

“A writing form in which includes most of people read and write. Magazines, articles, newspapers, editorials and so forth. Its purpose to explain something, make a clear idea, convey a fact or related series of facts, explain a process or a method, an organization or a system.”²³

For example:

The reading habit among Indonesian students is still low. There are many reasons for this fact. However, it mainly caused by the high prices of good books, a small number good book available and other activities young people prefer to do.

Firstly, books are relatively expensive in Indonesia. Publishers claim that the price of row materials and the production costs of books are high and keep

²³ Nirwanto Rahmadi, *An Enrichment*, Palangka Raya, p.4

increasing. Therefore, books are sold expensively and consequently, most students cannot afford them.

Secondly, if we browse the bookshelves at bookstores, it is not easy to find real high quality books. Some books with good topics many have plain and boring designs, while they are also books, which look good, but the contents are almost not worth reading.

Thirdly, and quite unfortunately, nowadays there are many kinds of activities other than reading, and the young people prefer doing them. These include watching youth soap operas on TV, listening to music and songs with meaningless lyrics or just hanging out at shopping malls. Such activities clearly do not offer as much learning as the book reading habit does. And, clearly, they forget the saying "a book is window to the word".

In conclusion, it is clear that the reading habit among Indonesian students is still low for the reason above. If we expect changes from this situation, everybody must take part. Students must be willing to set their preference to useful activities such as reading books.²⁴

3) Argumentation

According to Mc. Call in Nirwanto states, that argumentation is a kind of writing form, which used to convince, to persuade the readers to adopt a certain idea, attitude, or course of action.²⁵ For example:

Mon tracking is a new science-sport. Great scientists are already in the game, and thousands of amateurs are entering it. When the first manufactured

²⁴I. R. Agustien, Helena, *English for a Better Life*. Bandung: Pakar Raya, 2005. p.58

²⁵Nirwanto Rahmadi, *An Enrichment*, Palangka Raya, p.6

moon was launch, the game got under way in earnest. Then radio amateurs, photographers, and observers in large number began to record the orbiting of artificial satellites.

The new sport is more than a sport. It is a serious scientific venture that deserves more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the earth, explore mysteries of weather, and find out just how effects life. Whatever is learned will be shared with the world. Thus, adventure opens doors of cooperation between east and west. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.²⁶

4) Narration

According to Mc. Call in Nirwanto states that narration is

“A writing form is used to tell story, to give meaning an event or a series of related events. Fiction is known as plotted narration. Non-fiction may deal with events in the history, or the writer may develop significance in them by his particular treatment of the facts.”²⁷

*Narasi atau kisah adalah penuturan dalam karya fiksi yang berada di luar dialog para tokoh cerita. Narasi berisi peraturan, bersifat menggambarkan, menjelaskan dan menerangkan jalan cerita.*²⁸ (Narration is saying in fiction masterpiece residing in outside of dialog's story figure. Narration is containing of saying, describing and explaining of the story).

²⁶ *Ibid*, p. 6-7

²⁷ *Ibid*, p. 8

²⁸ Ensiklopedia Nasional Indonesia, article “Narasi”, Jakarta: Pt. Delta Pamungkas, 1997, p. 26

According to Furaidah narration is not more often about past story, but sometimes it is also about repeated present story.²⁹

Furaidah states that an effective narration paragraph has three important characteristics, they are:

a) It tells a story.

Narration tells a story about a series of events may be real or nonfiction as in histories, biographies, and newspaper stories or imagery or fiction, as in short stories, novels and plays.

b) It organized by time order or chronological order.

In addition, the series of events in narration are generally arranged by time order or chronological order. This means that the story begins with what happened first, then moves on to what happened next and ends with what happened last. Suppose, you want to tell about your terrible day. You would probably have a series of events to tell.

c) It shows the writer's attitude point.

When writing a narration, you should have purpose, in other word, you tell a story to teach something, persuade, or make point. Otherwise, your readers will probably wonder why they need to bother to read your story. Your purpose will guide you to select the details to include and those to exclude in your story.³⁰

Narration is more often about past story, but sometimes it is also about repeated present story. Past and present narrations have several similarities and differ mainly in when the story takes place. Therefore, in writing both present and past narrations, you need to keep yourself aware with your choice of verb tenses.³¹

The example of narration text:

Loro Jonggrang was a daughter of a giant king called Ratu Baka. She had a proposal from a young noble, Bandung Bandawasa. He was handsome, wealthy, and powerful, but Loro Jonggrang did not want to marry him. Ratu Baka gave a

²⁹Furaidah, *Advanced Writing*, Jakarta: Pusat Penerbitan Universitas Terbuka , 2002. p,

³⁰ Furaidah, *Advanced Writing*, p.126

³¹*Ibid*, p. 137

task to Bandung Bandawasa. He had to make 1000 temples in one night, to prepare his marriage to Loro Jonggrang.

Bandung Bandawasa used his supernatural power to call the genies and they made the temples unbelievable speed. Loro Jonggrang saw that the task was almost complete. Then, she ordered her servants to help her hit the rice puncher and made the sound of cooking. These actions would run away. Bandung Bandawasa was angry with Loro Jonggrang.

He already finished 999 temples, and when he built the 1000th, he cursed Loro Jonggrang into a stone statue to fill in the 1000th temples.

3. The Elements of Paragraph

Paragraph are the foundation of writing, students need to write paragraph in order to equip them paper, journal, reports and so forth. If students some paragraph can stand alone and some are parts of larger piece of writing such as an essay. According to Furaidah that paragraph is a group of related sentences which develops one main idea or one main topic.³²

Paragraph has five major elements. They are:

a. The Topic of Paragraph

According Furaidah that the topic of paragraph is what the paragraph is about. It is "thing" which paragraph discusses.³³ The example of the topic of paragraph:

Smoking cigarette can be expensive habit. Considering that the average price per pack is seventy-five cents, people who smoke two packs of cigarettes a

³² *Ibid*, p. 1.2

³³ *Ibid*, p. 1.17

day spend \$1.50 per day on their habit. At the end of one year, these smokers have spent at least \$547.50. But the price of cigarette smoke has an offensive odour that permeates clothing, stuffed furniture and carpet. Smokers often find that these items must be cleaned more frequently than non-smoker do. Although it is difficult to estimate the cost of this additional expense, one can see that this hidden expense does contribute to making smoking an expensive habit.

If we read the paragraph above, we will see that all sentences in paragraph explain or discuss the main topic of paragraph. The habit of smoking. If we want to write something, so we have to limit the topic. By limiting the topic, you could discuss your specific topic more deeply and exhaustively.³⁴

b. The Topic Sentence

According to Furaidah that the second element of paragraph is a topic sentence. Every good paragraph has a topic sentence, which clearly states the main idea or topic sentence in a paragraph. It briefly tells what the paragraph is going to discuss.³⁵

According to Robbert A in Nirwanto states that in understanding the topic sentence, there are three important points to be considered:

- 1) A topic sentence is a topic sentence; it contains a subject, a verb and (usually) a complement.
- 2) A topic sentence contains both a topic and controlling idea. It names the topic and then limits the topic to a specific to be discussed in the space of single paragraph.
- 3) A topic sentence gives only the main idea; therefore, it is the must general statement in the paragraph. It does not give any specific details.³⁶

³⁴*Ibid*, p. 1.4

³⁵*Ibid*

³⁶Rahmadi Nirwanto, *An Enrichment Material*, p.9

To illustrate, let us look at the following topic sentence to identify the topic and the controlling idea about the topic:

“Smoking cigarettes can be an expensive habit”

What the topic and controlling idea of this sentence? The topic is the habit of smoking cigarette and the controlling idea is that smoking can be expensive. A paragraph that develops this topic should communicate that smoking is indeed an expensive habit.³⁷

c. The Support

According to Furaidah, after you formulated a topic sentence with a focused controlling idea, you need to develop that topic sentence into a paragraph. You can discuss, explain or prove the view expressed in that sentence. Take notes on details that can serve as the material that can back up the limiting statement in the controlling idea. Knowledge from reading, experience of others, or your own experience can be sources for generating the support, for example:

Topic sentence: Smoking cigarettes can be expensive habit

Support : 1). Cigarettes cost about seventy-five cents.
 2). The average smoker smokes two pack a day.
 3). The annual expense for this smoker is \$547.50
 4). The smoker must also pay for extra cleaning, furniture, and clothes.³⁸

d. Unity

According to Alice Oshima in Nirwanto states that “uni” is the Latin prefix meaning one. This means that in each paragraph only one main idea is discussed. If

³⁷Furaidah, *Advanced Writing*, p.1.6

³⁸*Ibid*, p. 1.11

he or she starts to discuss an idea, he or she may start a new paragraph.³⁹ For example:

Pilots are the primary cause of many aircraft accidents. Ignoring their responsibilities, many pilots fail to perform their duties efficiently, and tragedy has too often been the needless result. History records that many fatal accidents have occurred, for example, because pilots failed to listen to the advice of air traffic controllers who were in a position to warn them about impending disasters. Sometimes pilots are overtired, and they neglect to take the precautions necessary to avoid accidents. They may even be taking drugs which slow down their physical reaction. Perhaps most startling is the fact that every year one or two air traffic accidents are caused by student pilots who attempt journey beyond their capabilities and then end up producing catastrophes which destroy life and property.⁴⁰

e. Coherence

Another important component of paragraph is coherency. According to David Yerkes in Nirwanto states that co- is Latin prefix that means “together” or “with”. The verb cohere means “stick together” or “unified”.⁴¹ According to Carino still in Nirwanto states that

Coherency usually refers to logic and ideas. In order to have coherency in a paragraph, the movement from one sentence into the next sentence (and in longer essays, from one paragraph to the next) must be logical and smooth. There must be no sudden jumps. For a paragraph to be coherent, first it must have unity.⁴²

According to Furaidah states that coherence is

³⁹Rahmadi Nirwanto, *An Enrichment Material*, p. 11

⁴⁰Furaidah, *Advanced Writing*, p. 1.14

⁴¹Rahmadi Nirwanto, *An Enrichment Material*, p. 12

⁴²*Ibid*

Achieved by arranging sentences in logical order and providing signals that help the reader understand the relationship between the ideas in the sentence in the paragraph. In addition, the sentences are now connected by several linking devices: repetition of keywords, transition signal and sentence combining.⁴³

For example:

The current population explosion could yield devastating problems in the future. The world population is rapidly outgrowing its limited food supply, and famine is already a serious problem in many countries. If present trends continue, famine will spread and could someday engulf most of planet, resulting in the deaths of millions of people daily. In such a situation, what food crops remained would be closely guarded and rationed. In addition, inflation would be so intense that even people in higher income brackets would not be able to buy sufficient food. The hungry, in time, would grow angry, and their anger would cause riots to break out. Eventually, countries torn apart by internal strife and rioting would begin looking to neighbouring lands for natural resources and food. Full scale wars would erupt and take over new areas. And finally, with man's full military power unleashed, civilization as we know it would perish with a bang.⁴⁴

B. Theoretical Background of Indicator to be measured in writing Skill

According to Djwandono in Qodarsih states that there are some elements that must be taught of in the writing achievement. They are:

⁴³ Furaidah, *Advanced Writing*, p. 1.16

⁴⁴ *Ibid*

1. Content

Indicates that the ability of the students to identify and formulate the main idea and some supporting ideas include into the assessment of content. In this case, whether or not the students are able to decide and formulate main idea and supporting main idea into the paragraph are measured in term of content.

2. Organization

The students must be able organize the main idea and supporting main ideas well. In this case, the ideas are logically arranged in sequence in order to be understood easily by the readers.

3. Vocabulary

The vocabulary used in writing should be suitable with the content and meaning of sentence being expressed.

4. Grammar

The sentences constructed and word assembled in paragraph writing should be under stable and unambiguous. Beside that, in should fulfil the grammatical requirement. Therefore, this matter belongs to the term of grammar.

5. Spelling

The clearly reviews that the paragraph writing should pay attention to the aspect of word spelling and also the use of punctuation. Without these, the paragraph is still understandable. Thus, these last indicators should also be taken into consideration in measuring writing skill.⁴⁵

According to Leo Sutanto, states that three are some elements that must be taught of in the writing achievement. They are:

1. Content

Content refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion. In fact, it is the core or the body of a piece of writing. Therefore, it is significant that it should be clear, specific, and relevant.

a. Clear

The writer must have a clear concept of what to convey to the reader. The readers expect a clear picture of what the writer intends to tell them. Clarity is one of the requirements of academic writing. As a result, ambiguities and misinterpretation should be avoided. The following example demonstrates clarity, so that the reader knows for sure what the discussion will be about.

b. Specific

Furthermore, the content should be specific enough for the topic to be focused. In this way, overgeneralization can be avoided. If a piece of

⁴⁵M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: ITB Bandung, 1996. p. 128-129

writing is too general, it becomes vague. As a consequence, the reader cannot really grasp the meaning or message that the writer means to convey. The following example states specifically what be the focus of the discussion.

c. Relevant

A piece of writing, moreover, should be relevant to the topic. Relevant ideas can guarantee that there will be no confusion in understanding the message. Therefore, the readers can feel more confident that they will understand what they read.

2. Register

Register refers to the style of language and choice of vocabulary used in a particular piece of writing; this could be formal or informal. Academic writing differs from non-academic writing in terms of being formal, to the point, and concise.

a. Formal

Formality refers to a particular style of writing in which nonstandard, colloquial, or slangy language should be avoided. Therefore, the language should be free from grammatical errors, simplistic sentence structure, and casual expressions, including too many idioms or phrasal verb and contracted forms. In other words, academic writing pays more attention to choice of vocabulary, sentence, and notice its use of specific vocabulary and the use of a conjunction to avoid simplistic sentence construction.

b. To the point

Different from story telling, academic writing should be direct, in the sense that the writer states directly what he or she wants to tell the readers without wandering here and there. In this way, it can be easily understood. Moreover, it saves time and energy. The following statement explicitly gives the purpose of the article.

c. Concise

Being concise means being brief or short. Brevity is important in academic writing; long-winded explanations become unclear, and the readers can lose their interest and concentration. Although it is brief, it does not mean that it is inadequate. A clear explanation is necessary, and including a good example is recommended as an illustration of the point being made.

3. Offences

A piece of academic writing should be free from offences, especially plagiarism and sensitive issues. Plagiarism can be in the form of direct quotations, paraphrases, and specific ideas. On the other hand, sensitive issues are concerned with race, religion, and different social groups.

a. Plagiarism

Plagiarism is generally known as 'academic theft' which means taking other people's ideas without acknowledging their contribution. In other word, the writer does not mention the source from which he or she has taken the ideas, opinions, or specific word. Plagiarism can be in the form

of direct quotations, paraphrases, or ideas which are not considered general knowledge.

Direct Quotations

Some writers, consciously or unconsciously, quote the exact words of other people, probably experts in particular fields, without using quotation marks or indenting for longer quotations, or without acknowledging the source of the quotations. Similarly, other writers directly quote from online information with the assumption that they are free to do so without acknowledgement the source of the information.

Paraphrases

In some cases, paraphrase is preferable to a quotation. If, for example, the style of the original text is complicated, it can be simplified to make it clearer. If the text is too long, it can be shortened. The writer still has to identify the source. However, the paraphrase is not a summary. In fact, it is a restatement of the same idea of the original statement. The following two sentences are paraphrases of each other.

b. Sensitive Issues

There are certain issues which should be avoided in academic writing because they are personal, very sensitive, and controversial. These issues include different races, religions, and social groups.

Race

Racial issues in multiracial countries like Indonesia can be problematic. Therefore, in writing about such issues, special attention should be paid to avoid friction between races, which might only result in social prejudice and unresolved conflict.

Religion

Since religion is very personal, it is advisable that a theme of a religious nature be written for a particular religious group only. In other words, it is best if it is exclusively written for people of a specific religion without involving other religions. Indicating a particular religions. Indicating a particular religious superiority or preference is not recommended at all!

Different Social Groups

Different social groups refer to majority and minority groups, and can highlight social classes and different economic levels. This issue is best avoided, considering that it only causes never ending conflicts instead of mutual trust or understanding.⁴⁶

⁴⁶ Leo Sutanto dkk, *English for Academic Purpose. Essay Writing*. Yogyakarta. Andi. 2007 p. 1-5

C. Strategy

There are some definitions of strategy which are taken from resources, Webster states that strategy is a careful plan or method, and the art of devising or employing plans or stratagems toward a goal an adaptation or complex of adaptations that serves or appears to serve an important function in achieving evolutionary success.⁴⁷ According to Meanwhile, Mac Donald in Syafarudin and Nasution states that strategy is the art of carrying out a plan skilfully.⁴⁸

Wikipedia states that strategy is a long-term plan of action designed to achieve a particular goal, most often “winning”.⁴⁹ Sastrapradja states strategy in learning process is *cara penyusunan pelaksanaan kegiatan belajar mengajar*.⁵⁰

Based on some definitions, it can be concluded that strategy related to the art that includes plan or method, manner or way to achieve a goal success. Strategy refers to basic directional decisions. It also refers to what should the organization do and how it should achieved, strategy consist of the important actions to realize directions. In writing, strategy is the best way that the students use to solve their problems especially related syllabus of writing. The writer expects that by the strategy found, it might give a good change for the students to get a good mark especially in English subject.

⁴⁷Merriam Webster, 11th Collegiate Dictionary, 2003. p.

⁴⁸Syafarudin and Nasution, *manajemen Pembelajaran*, Jakarta: Quantum Teaching, 2005, p. 157

⁴⁹*ibid*

⁵⁰Sastrapradja. M, *kamus istilah pendidikan dan umum untuk guru-guru dan umum*, Surabaya: Usaha Nasional, 1981, p. 68

D. Writing Strategies

Writing is pragmatic it is not a systematic process. The writing's learners may be proceeding through a series of sub-task several times before producing text that acceptable. An article in the web site explains some strategies in writing, namely:

1. Depends

This writing strategy designed to aid in write compositions conveying a position. It intended to help the students write a paper defending a position. This strategy involves imbedded strategies. The strategy will used if the students have problems for examples on the capitalization letters, punctuation, and spelling.

They are some important rules that should attended on the strategy, they are:

- a. Writing learners have to decide on exact position.
- b. Writing learners have to examine the reasons for the position.
- c. Writing learners have to form to a list of position that explains each reason.
- d. Writing learners have to expose the position in the first sentence.
- e. Writing learners have to note each reason and supporting points.
- f. Writing learners have to drive home position in the last sentence.
- g. Writing learners have to search for errors and correct.

2. Helper

This is a writing strategy designed to help the students write compare-and-contrast essays. This strategy employs a planning sheet called HELPERS in writing. On the strategy, the students or writing learners learn how to write summarize the features, expressing their opinion and saying what they like. Clearly, by the strategy the students learn how to give a good comment about something that expressed into writing.

3. Mapping

The other strategy is mapping. This writing strategy designed to help the students organize essays answers on test, but it can used in various in writing activities. By the strategy, the students can comprehend some points of sentence, for examples about topic sentences and supporting details.

4. Please

This writing strategy is developing for written expression, to assist the students in planning and writing composition using a highly structure, systematic procedure. This intended to enable the students to generate and

organize ideas in simple paragraph form. By the strategy, the students learn about points, as follows:

- a. To pick a topic, the appropriate textual format given the topic, and purpose.
- b. To list ideas about the topic that used for sentence generation.
- c. To evaluate the list of ideas.
- d. To plan the best way of organizing the ideas that will be used to generate supporting sentences.
- e. To activate the topic sentence to introduce paragraph.
- f. To supply supporting sentences.
- g. To use the list generated for supporting sentence ideas.
- h. To conclude sentence in summarizing the paragraph.

5. Project

This strategy is an example of how to promote effective group work. Some important pointer related to project they are, preview the task, rough-out a plan, organize the task and resources, jot down job assignments, examine obstacles and develop the strategies, commit the goal to the target timelines. In the other word, by the strategy the students learn about, for the examples:

- a. To determine the potential topics and subtopics associated with the research.
- b. To provide an overview of keys ideas that might presented in front of the class or audience.
- c. To identify basic plan for investigating, experimenting and inventing something to learn more about the topic sentence.

6. Score "A"

This writing strategy covers the development of a tropical research paper. It provides a concrete, sequential structure for the students to develop and write papers on selected topic. Some important pointers related to "Score A", they are, select a subject, created categories, obtain sources and take notes, evenly organize information, and apply the process writing steps. The strategy used to help the students who have the problem in writing a paper for examples about making out lining, scanning literature and paraphrasing. By strategy, the students get some advantages that can help to result a good writing paper, namely:

- a. The students could either assign or select the topic.
- b. The students could generate possible subtopics under the selected subject.
- c. The students could provide the other copies of an empty graphic organizer.
- d. The students could choose relevant resources at the appropriate reading level.

7. Space

It is design to help the students make writing plan and think about the details that should be included in stories. Some important pointers about space, they are, setting, purpose, action, conclusion and emotions. The strategy is a basic writing strategy that includes ho will read this, plan what to say write and say more. The strategy used to solve writing problems for examples:

- a. How is the introduction-writing story?
- b. What is plot the writing story?
- c. What the main character strives to achieve?
- d. What is done to achieve the goal?
- e. How is the result or conclusion of the writing story?⁵¹

According to Smalley and friends, there are many ways to begin an essay and four basic types of introductions are:

- a. The "Turnabout" in which the author opens with a statement contrary to his or her actual thesis.
- b. The "Dramatic Entrance", in which the author opens with a narrative, descriptive, or dramatic example pertinent to the topic.
- c. The "Relevant Quotation", in which the writer opens with a quotation pertinent to the topic.
- d. The "Funnel", the funnel approach is perhaps the most common type in introductory paragraph.⁵²

Based on the observation and interactive question with the teacher of English subject at SMA Muhammadiyah I of Palangka Raya, the writer considers that the writing strategies above were apply by the teacher of tenth grade students of SMA Muhammadiyah I of Palangka Raya in teaching writing especially write a short functional text. The teacher used Helpers,⁵³ Project and discussing strategies, to develop students' ability in writing and effective to help the students write a short functional text well.

⁵¹<http://www.unl.edu/csi/writing.shtml> online on November 25, 2008

⁵²Regina L. Smalley, Mary K. Ruetten and Joan Rishel Kozyrev, *Refining Composition Skill, Rhetoric and Grammar*, fifth edition, Australia: by Heinle & Heinly a division of Thomson learning inc, 2001 p. 109

⁵³Interview with Ms. Siti Soleha on May, 26th 2009

E. Stages to write

In Fauziati's, the stages concerning of writing are classified by some experts differently, they are, Caudery argues that the process of writing includes planning, revising, and editing take place throughout the process of writing. More detailed Arnd also in Fauziati argues that, "stages in writing include generating ideas, focusing, structuring, drafting, evaluating, and reviewing."⁵⁴

Based on the arguments can be concluded that generally, there are three stages in writing, they are:

1. Planning (Prewriting)

It is orderly procedure used to bring about a desired result. As the first stage in the writing, planning is a series of strategies designed to find and produce information in writing. When the writing began, a writer need to discourse what is possible. Writing learners need to invent alternative ways to think and write about each subject and then they need to consider all ideas.

Brown in Fauziati states that the planning or the prewriting stage encourages the generation of ideas. They may include some activities, as follows:

- a. Reading (extensively) a passage.
- b. Skimming and or scanning a passage.
- c. Conducting some outside research.
- d. Brainstorming.
- e. Listing (in writing-individually)

⁵⁴Endang Fauziati, *Teaching English As Foreign Language*, Surakarta: Muhammadiyah University Press, 2002. p, 150

- f. Clustering (began a key word, and then adds other words, using free association)
- g. Discussing a topic or question.
- h. Instructor-initiated questions and probes.
- i. Free writing.

2. Drafting

It is a produce for drawing up a preliminary sketch. As the second stage in the writing activity, drafting is a series designed to organize and develop a sustained piece of writing. Once planning has enable to identify several subjects and encouraged to gather information on those subjects from different perspective, the writing learners need to determine what the writing learners can best accomplish in writing. The writing learners need to select one subject and organize information into meaningful cluster. Then they need to find connections among those clusters and discover the relationship that links the connections.

3. Revising

It is a procedure for improving or connecting a work in progress. As the final stage, revising is a series of strategies design to re-examine and re-evaluate the choices that have created apiece of writing. After the writing learners have complicated the preliminary draft, they need to stand back from the text and decide what actions would seem to be most productive.

Brown in Fauziati describes several strategies and skills applied to the revising/ drafting process in writing, as follows:

- a. Getting started (adapting the free writing technique)

- b. Optimal monitoring of one's writing (without premature editing and diverted attention to wording, grammar etc)
- c. Peer editing (accepting/ using classmate's comments)
- d. Using the instructor's feed back
- e. Reading aloud technique in small groups or pairs, students read their almost-final drafts to each other a final check on errors, flow of ideas, etc.
- f. Proof reading.⁵⁵

The word planning, drafting, and revising suggest a simple linear sequence in which the learners as writer complete all the activities in one stage and then move on the next stage. However, such a sequence does not take into account the complexity of the intellectual activities the learners of the students need to perform. They may have to repeat one stage several times before they are ready to move or continue on the next stage. The learners may discover in drafting that the relation what they thought and saw in the material are in fact not there, or cannot be supported, so they have to return to planning.

Indeed, although planning, drafting and reserving are in many ways distinct activities, they often appear to be the same activity or to phrase the manner more precisely, at any point in the writing process the learners are likely to be performing all three activities, simultaneously.

F. Ability of Writing

To get ability in writing is not easy. It should need more attention and diligence. The main purpose of learners' activity writing is to catch grammatical structure, spelling, and punctuation error.

Alexander in Fauziati sates that

⁵⁵ *ibid*

“In elementary or intermediate level, students’ activity is to write out grammatical structure exercise. These activities disguised as composition writing. There, the students are given a short text and instructed to change all singular to plural nouns or to form present tense to past tense and so forth. Meanwhile, in more advanced classes students are assigned composition or other kinds of text to write based on certain topics.”⁵⁶

In the case, the students’ ability in writing can measure by their successful in passing the students’ tasks. Giving the tasks and the test are intended to know how deep their comprehension or mastery about the element of writing such as grammatical structure, vocabulary, content, style and also to know the students’ ability in syllabus of English education based on Educational Unit level Curriculum.

To make the students get easy to write, the teacher may give an opportunity to choose whatever the topics that they want. This process called free writing. It designed to help the students’ free ideas in communicating and expressing on their mind that might be not realized when they communicate by spoken.

Brown states, “An important aspect of free writing is that the students should write without being concerned about spelling, punctuation, or grammar.”⁵⁷ Of course, these elements of writing are important, but students’ concern about them can inhibit the free flow of their ideas. It seem ignore of the elements but it is intended to take exercise the students’ mind to generate ideas and form it into a piece of writing such as writing short functional text.

⁵⁶*Ibid*, p. 148

⁵⁷Brow H Douglas, *Teaching By Principles An Interactive Approach To Language Pedagogy*, San Francisco: State University, 2001, p. 350

G. Writing Problems/ Disabilities

An article in the web site states there are seven general writing problems they are:

1. Writes letters or number backwards or upside down
2. Mixes capital and lower case letters importunately
3. Poor spelling skills
4. Difficulty with copying or completing work on a printed page
5. Difficulty taking notes from oral presentation
6. May have problems with grammar, syntax, and organization
7. Demonstrates writing skills inconsistent with verbal abilities.⁵⁸

H. Short Functional Text

An article in the web site states that "*Short functional text adalah teks - teks pendek yang fungsional.*"⁵⁹ (Short functional text is the short texts that have meaningful).

And the form of short functional text such as announcement, personal letter, greeting card, advertisement and invitation

1. Announcement

There are some definitions of announcement which are taken from resources, Horby states an announcement is statement in spoken or written form that makes something known publicly.⁶⁰

An article in the web site states that an announcement is:

- a. Public or Formal announcing something. The announce appeared in the newspaper.
- b. A short message or commercial, esp. a commercial spoken on radio and television.

⁵⁸<http://www.gatfl.org/Idguide?Write.html> online on march 21, 2009

⁵⁹<http://francisxavier.blog2.plasa.com/2008/05/25/short-functional-text-apaan-ya/feed/> online on November 20, 2008

⁶⁰ As Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, New York: Oxford University Press, 1995, p. 40

- c. A card or piece of formal stationery containing a formal declaration of an event.⁶¹

According to Bima and Kurniawati an announcement is “Something said, written, or printed to make known what has happen or (more often) what will happen.”⁶²

In writing an announcement, include the following points:

- a. The title/ type of event
- b. Date/ time
- c. Place
- d. Who to contact.⁶³

Based on some definitions above, it can be concluded that announcement is something said or statement in spoken or commercial and written form such as a short message, or a card of piece to make known what has happen or what will happen, and it's include the following points: the title/ type of event, date/ time, place, and who to contact.

Example:

SCHOOL ANNOUNCEMENT
<p style="text-align: center;">Saturday morning basketball matches will begin on Saturday, January 1. The events will run from 09:00-11:00 for the next four weeks. The final tournament will be held on February 8. For more information, contact Ari (021) 7891023</p>

⁶¹ <http://dictionary.reference.com/search?q=announcement> on line on November 22, 2008

⁶² Bachtiar Bima M, Cicik Kurniawati, *Let's talk*. For junior high school VIII grade, Bandung: Pakar raya, 2005, p. 94

⁶³ *ibid*

2. Personal Letter

They are some definitions of writing that are taken from resources, Hornby states that personal letter is a written or printed sign representing a sound used in speech or a written message and addressed to a person or an organization, usually put in an envelope and sent by post.⁶⁴

King and Cree states that a letter has parts and the parts of letter are:

- a. **Heading**, normally heading will include the companies name and address, it is telephone number and telegraphic address.
- b. **The references**, this is type on the same line as the date, but on the left and consists of the initials of person who sign the letter.
- c. **The date**, the form in which the date is written in this letter simplest and clearest.
- d. **The inside address**, a few points concerning the name and address of the firm written to need to make.
- e. **The salutation**, bellow the address a double space at least in the word "Dear Sir" are typed.
- f. **The complimentary close**, this is typed above the name of the firm sending the letter, and then a space is left for the signature.
- g. **The signature**, it often happens that the person who has dictated a letter is unable to sign it as soon as it has been typed.⁶⁵

According to Wishon and Burks the form of a letter, that is, the physical relation among its parts. Correct form makes a letter appealing to the eye and easy to read a universally accepted form for personal letter is:

a. Heading

The heading of a letter gives the writer's address: street, city, state and country (if necessary) and the date. The heading goes in the upper right-hand corner of the first page.

b. Salutation

The salutation is the greeting. A comma follows the salutation in a personal letter. The salutation begins at the left-hand margin. The following are typical salutations in friendly letters.

Dear Mother,

⁶⁴As Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, New York: Oxford University Press, 1995, p. 677

⁶⁵F. W. King and D. Ann Cree, *English Business Letters*, commercial correspondence for foreign students, new edition, England: Long Man, 1979, p. 5

Dear Devi,
 Dear Aunt Ratih and uncle Doni
 Dear professor Ryder

c. **Body**

The body is really the composition of the letter. A good letter should have the same organization within the body as any composition introduction, development, and conclusion. The ideas of the letters should be organized in paragraphs.

a. **Closing**

There are several forms to choose from for the closing of a friendly letter. Each one has a slightly different meaning. Use one that best conveys what meant. Only the first word of the closing capitalized. The closing followed by a comma.

Sincerely,	Fondly,
Yours,	Warmly,
Yours Friend,	Affectionately,
Yours truly,	with love,
Your son/ daughter/ nephew/ etc,	

b. **Signature**

Sign the name that the person being addressed is familiar with. Do not place any punctuation after the signature.⁶⁶

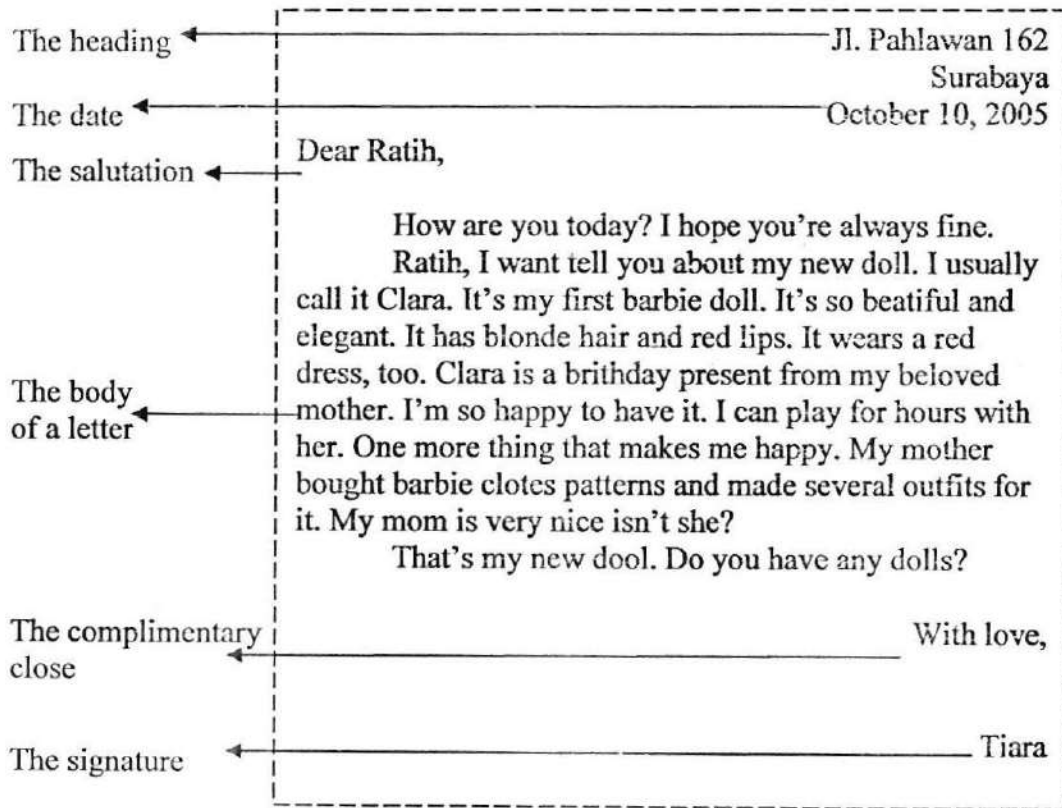
Siswanto, Arini and Dewanto states the parts of letter are:

- a. The heading
- b. The date
- c. The salutation
- d. The body of letter
- e. The complimentary close
- f. The signature.⁶⁷

⁶⁶George E. Wishon and Julia M. Burks, *Let's write English*, New York: American Book Company, 1980, p. 336

⁶⁷Joko Siswanto, Yuniarti Dwi Ariani and Wasi Dewanto, *Let's talk*. For junior high school VII grade, Bandung: Pakar raya, 2005, p. 130

For example:



3. Greeting Card

They are some definitions of greeting card that are taken from resource, an article in the web site states, that greeting cards are "pieces of paper or cardboard upon which photos, drawings, and a verse of cheer, greeting, celebration, condolence, etc."⁶⁸

Then the other article still in the web site states, that "a greeting card is a sheet of paper or thin cardboard of most varying forms on which greetings or emotional messages are written. They are handed over or sent."⁶⁹

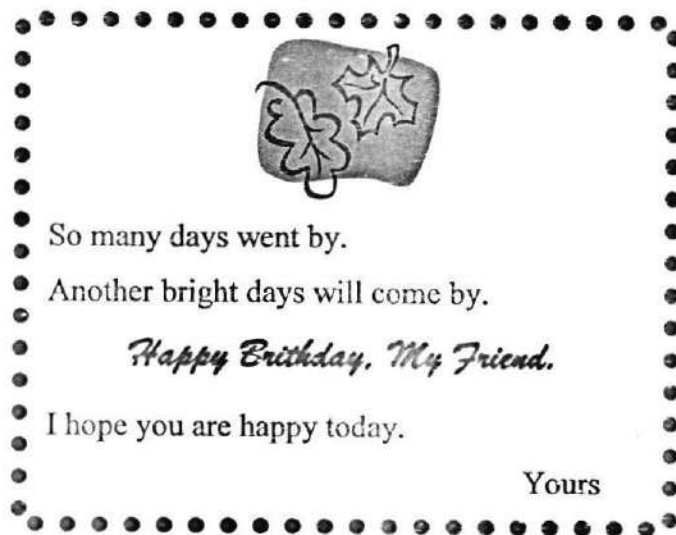
⁶⁸<http://www.answers.com/topic/greeting-card> online on December 1, 2008

⁶⁹<http://www.avgcard.de/-AVG-Cards-define.htm> online on December 1, 2008

According to Wikipedia a greeting card is

“An illustrated, folded card featuring an expression of friendship or other sentiment. Although greeting cards usually given on special occasions, such as birthdays, Christmas, or other holidays, they also sent to express thanks or other care.”⁷⁰

Example of greeting card:



4. Advertisement

There are some definitions of advertisement, which are taken from resource; Ensiklopedia Nasional Indonesia states that advertisement is “*suatu bentuk pernyataan yang memuat pesan mengenai gagasan, produk atau jasa yang ditawarkan oleh perorangan atau perusahaan dan lembaga, baik swasta maupun pemerintah.*”⁷¹ (A form of statement that has a message about idea, product or service that offered by personal or enterprise and institute of private or governor).

⁷⁰<http://www.answers.com/topic/chistmas> online on December 1, 2008

⁷¹Ensiklopedia Nasional Indonesia, article “*iklan*” Jakarta: PT. Delta pamungkas, 1997, p.

Hornby states that an advertisement are: 1) a notice, picture of film telling people about a product, job or service, 2) an example of something that shows its good qualities, 3) the act of advertising something and making it public.⁷²

In other word, Agustien and friends states that an advertisement is “a public promotion or announcement of some products and statements.”⁷³ Based on the definitions above the writer conclude that the advertisement is a public promotion or announcement of product, job and service that offered by personal or enterprise and institute.

Some commercial advertising media include: Billboard, radio, television, magazine, newspaper, printed flyers, etc.

Examples of advertisement are:

Job Vacancy

TOKO BARU

Need some employees to be assigned as sales attendant
with following requirements:

- a. Female
- b. Age 18-25 years old and friendly
- c. Graduated High School

Please send your application letter together with CV, current
Photograph and a copy of Certificate, within two weeks
after this advertisement to:


TOKO BARU
Jl. P. Diponegoro 245 Palangka Raya

⁷²As Hornby, *Oxford Advantaced Learner's Dictionary of Current English*, New York:Oxford University Press, 1995, p. 20

⁷³Helena I, R. Agustien, M. Purwati, Marta Yuliani, *English for a Better Life* for XI grade student senior high school, bandung: Pakaraya, 2005, p. 106

CASANOVA'S
Annual Sale


This week only



**Save
25%**

**Men and women's
Clothing:** Shoes, coats and
Sweaters, swimwears,
Jeans

Jewelry: Watches, rings,
Earrings, necklaces



**Save
40%**

Furniture: Leather sofas,
Dinning tables and chairs,
Bookcases

Luggage: Bags and
briefcases

Cassanova's is on Jl. Kenanga 84
Open from 09.00 a. M to 09.00 p.m

5. Invitation

They are some definitions of invitation, which are taken from resource,

Hornby states that invitation are:

“1) A spoken/ written request to somebody to do something or to go somewhere, 2) The act of inviting somebody or being invited, 3) a card or piece of paper that you use invites somebody, 4) something that encourages somebody to do something usually something bad.”⁷⁴

An article in the web site states that invitation is “a document written or printed or spoken word, conveying the message by which one is invited.”⁷⁵ In the other word, an article still in the web site states that an invitation is “the act of

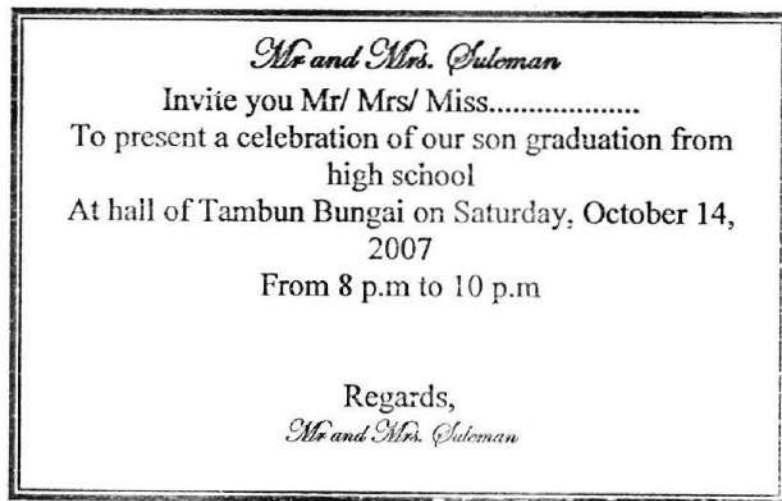
⁷⁴As Hornby, Oxford Advanced Learner's Dictionary, p. 630

⁷⁵<http://ardictionary.com/invitation/6848> on line on December 24, 2008

inviting, solicitation, the requesting of a person's company as an invitation to a party, to a diner or to visit friends."⁷⁶

Thus based on the definitions above the writer conclude that an invitation is a card or spoken that request of a person's company as an invitation to do something or to go somewhere.

Examples of invitation are:



⁷⁶<http://thinkexist.com/dictionary/meaning/invitation/> online on December 24, 2008

Students' Organization
SMP Negeri 2 Jl. Pemuda No.2
Palembang 30137, Telp. (0711) 410934

To: Ratih

We invite you to attend our meeting.

It will be held:

- on Saturday, August 27, 2008
- at 11:00 a.m.
- in the school hall

**Agenda: Final preparation for wall magazine
competition 2008**

Please come on time.

See you there!

Diana
Secretary

Burhan
Chairperson



CHAPTER III

CHAPTER III THE RESULT OF THE STUDY

A. The Students' Difficulties in Writing Short Functional Text Faced by the Tenth Grade Students of SMU Muhammadiyah I of Palangka Raya

In this case, the writer would like to present about the students' difficulties in writing short functional text. Test and interview techniques were used to find out the students' difficulties.

As stated in chapter I, the number of the students taken as the subjects of the study were 26 (twenty-six) students. The test was given on Wednesday, May 20th 2009. The time allocation was 90 (ninety) minutes. The writer had done interview to the students who had the lowest score. Moreover, the number of the students who had the lowest score were 5 (five) students.

1. The Students' Score in Writing Short Functional Text

The students' score were divided into four criteria of judgments taken from marking system by Leo Sutanto, namely: content, organization, sentence structure, and grammar.⁷⁷

⁷⁷ Leo Sutanto dkk, *English for Academic Purpose. Essay Writing*. Yogyakarta. Andi. 2007 p. vii

Table 3.1
The Students' Score in Writing Short Functional Text

No	Student's Initial	Content	Organization	Sentence Structure	Grammar	Total Score	Code	Qualification Level
1	AAF	10	5	2	2	19	E	FAILED
2	RPR	15	10	4	4	33	E	FAILED
3	YHN	5	4	3	2	14	E	FAILED
4	ASH	25	20	10	10	65	C	SUFFICIENT
5	PRS	15	10	5	4	34	E	FAILED
6	RDI	10	10	5	4	29	E	FAILED
7	MAR	20	20	10	10	60	C	SUFFICIENT
8	IPW	15	15	5	5	40	E	FAILED
9	MBH	10	10	4	4	28	E	FAILED
10	BDP	20	20	10	10	60	C	SUFFICIENT
11	WKW	15	15	10	10	50	D	POOR
12	HDY	20	20	10	10	60	C	SUFFICIENT
13	DKW	25	20	10	10	65	C	SUFFICIENT
14	RKF	20	20	5	5	50	D	POOR
15	EVW	20	20	10	10	60	C	SUFFICIENT
16	TAZ	15	15	10	10	50	D	POOR
17	NHM	20	20	5	5	50	D	POOR
18	IYM	20	20	10	10	60	C	SUFFICIENT
19	DSY	20	20	10	10	60	C	SUFFICIENT
20	FNS	25	20	10	10	65	C	SUFFICIENT
21	ADJS	20	20	10	10	60	C	SUFFICIENT
22	NRT	20	20	10	10	60	C	SUFFICIENT
23	DJY	20	20	15	10	65	C	SUFFICIENT
24	FCP	20	15	10	5	50	D	POOR
25	MLJ	20	20	10	10	60	C	SUFFICIENT
26	ARSP	15	15	5	5	40	E	FAILED

Based on the table above, it can be explained that no-one of the students got the excellent score and the good score, but there were 13 (thirteen) students got the sufficient score, there were 5 (five) students got the poor score, and there were 8 (eight) students got the failed score.

Based on the result of this study, that no-one of the students got the excellent score and the good score, the highest level of score, 13 (thirteen) students in sufficient score, 5 (five) students in poor score, 8 (eight) students in

failed score meant that they had many difficulties in writing short functional text.

The frequencies of the students in each level are providing on the table below:

Table 3.2
The Frequency and the Percentage of the Students' Score
In Writing Short Functional Text.

No	Students' Score		Frequency	Percentage
	Scale	Qualification		
1	80-100	Excellent	-	-
2	67-79	Good	-	-
3	55-66	Sufficient	13	50%
4	41-54	Poor	5	19.23%
5	40 or less	Failed	8	30.77%
TOTAL			26	100%

Based on the description above, it can be concluded that the tenth grade students' of SMU Muhammadiyah I Palangka Raya in academic year 2008/2009 still faced some difficulties in writing short functional text. The fact that 19.23% got the poor score and 30.77% got the failed score and indicated the ability of the students in writing short functional text was low.

The total numbers of the students in each level are presented in the following table:

Table 3.3
The Total Numbers of the Students in each Level
In Writing Short Functional Text

No	Indicators	Qualification Level				
		Excellent	Good	Sufficient	Poor	Failed
1	Content	3	13	6	3	1
2	Organization	-	15	5	4	2
3	Sentence structure	-	-	1	15	10
4	Grammar	-	-	-	15	11

According to the table of qualification above, it can be said that score at poor and failed level categorized as having difficulties. Based on the consideration above, the students difficulties in writing short functional text were described in the following table:

Table 3.4
The Number of the Students Having Difficulties
In Writing Short Functional Text

No	Judgment Indicators	Number of the students having difficulties
1	Content	4 Students
2	Organization	5 Students
3	Sentence Structure	24 Students
4	Grammar	26 Students

Based on the table above, it can be explained there were 4 (four) students had difficulties in writing short functional text in content of writing in which they had difficulties to present the fragmented information in their writings. There were 5 (five) students had difficulties in organization of writing in which their writing product were not good organization. There were 24 (twenty-four) students had difficulties in diction and applying of those words. In addition, there were 26 (twenty-six) students had difficulties in grammar ex: they had difficulties in using tenses, subject-verb agreement, spelling, and punctuation.

Based on the result above, it can be concluded that most of the students had difficulties in sentence structure and grammar of writing in writing short functional text.

2. The Result of Interview to The students

a. PRS

I have some difficulties in writing a short functional text such as in vocabulary and spelling problems.⁷⁸ It might be because I have not concentration when I write a short functional text.⁷⁹ To solve my difficulties in writing, usually I always ask a friend to find the meaning of word or vocabulary that I did not understand.⁸⁰

Based on the total of score from test in writing a short functional text it can be seen that PRS got the lowest score in grammar, usage, and mechanics level. In addition, based on interview he said that he had difficulties in vocabulary and spelling problem. It can be concluded that he had poor spelling skills and got many problems in grammar, usage and mechanics and organization.

b. YHN

I have some difficulties in writing a short functional text such as in vocabulary and spelling.⁸¹ It might because I have less memory about vocabulary in English, disability in grammatical structure and because I am nervous.⁸² To solve my difficulties in writing, I using dictionary and ask friends to find the meaning of vocabulary and sentence that I did not understand.⁸³

Based on the total of score from test in writing a short functional text it can be seen that YHN got the lowest score in grammar level. In addition, based on

⁷⁸Interview with PRS on Thursday, May 28th 2009

⁷⁹*ibid*

⁸⁰*ibid*

⁸¹Interview with YHN on Thursday, May 28th 2009

⁸²*ibid*

⁸³*ibid*

interview as like as PRS, YHN had difficulties in vocabulary and spelling problems. It can be concluded that he had poor spelling skills and got many problems in grammar and content.

c. AAF

My difficult in writing a short functional text is in vocabulary,⁸⁴ because I did not really pay attention to my teacher's speech when she taught English subject.⁸⁵ To solve my difficulties in writing, I would like study hard more and relearn the material at home.⁸⁶

Based on the total of score from test in writing a short functional text it can be seen that AAF got the lowest score in grammar level. Based on interview he said that he had difficulties in vocabulary, it can be concluded that he had few memories in English vocabulary until difficulty in taking notes or the key word from the teacher speech based of that he did not really pay attention to his teacher speech.

d. RDI

I have some difficulties in writing a short functional text such as in vocabulary and looking for main idea or the content of text.⁸⁷ It might because I bored or bad mood.⁸⁸ To solve my difficulties in writing I tried to positive thinking and relearn more at home.⁸⁹

⁸⁴ Interview with AAF on Friday, May 29th 2009

⁸⁵ *ibid*

⁸⁶ *ibid*

⁸⁷ Interview with RDI on Friday, May 29th 2009

⁸⁸ *ibid*

⁸⁹ *ibid*

Based on the total of score from test, RDI got the lowest score in sentence structure and grammar levels. Based on interview he said that had difficulties in vocabulary and in looking for main idea or the content of text, it can be concluded that he had few memories in English vocabulary and he had many problems in grammar.

e. RPR

I have some difficulties in writing a short functional text such as in vocabulary and spelling problems.⁹⁰ It might because difficult in memories English vocabulary,⁹¹ to solve my difficulties in writing I relearn more tried to memorize English vocabulary and tried to write and read English text.⁹²

Based on the total score of test, RPR got the lowest score in content, sentence structure and grammar level. Based on interview as like as PRS and YHN, RPR had difficulties in vocabulary and spelling problems. It can be concluded that he had poor spelling skills and had many problems in content and grammar level.

According to the description of interview result above, it can be concluded that most of the students had difficulties in vocabulary and grammar, usage, and mechanics. 3 (three) students said that they had poor spelling skills in English and 1 (one) of them had difficulties in finding main idea and the content of English text.

⁹⁰Interview with RPR on Friday, May 29th 2009

⁹¹*ibid*

⁹²*ibid*

B. The Strategies Applied by the Teacher of the Tenth Grade Students of SMU Muhammadiyah I in Teaching Writing Short Functional Text

In this case, the writer would like to present the description of the data obtained. Observation and interview techniques were used to find out the teacher's strategies in teaching writing short functional text.

As stated in chapter I, the number of the teacher taken as the subjects of the study was 1(one) teacher and initial of the teacher is Ms. SS. The observation was done from April 27th 2009 until May 18th 2009 in the tenth grade class. In addition, the writer was interviewing the teacher on Tuesday, May 26th 2009. Moreover, based on the observation and interview result the strategies applied by the teacher in teaching writing short functional text was Helper,⁹³ Project and Discussion strategy. Moreover, the explanation can be described as follow:

1. The First Observation in the topic Announcement

The teacher was late about 10 (ten) minutes to entered the class; Ms. SS opened the class activities by greeting, *good morning students? How are you today?* And the students answered *morning, I'm fine Thank you.* Then, she called roll of the students by reading the students' present list and asked the students to saying Basmallah were together before started activities today.

At the first session, Ms. SS asked question and discussed about the material prepared by the students as warming up and then, Ms. SS ordered the students for opened their English book the material today is announcement.

⁹³Interview with Ms. SS, on Tuesday, May 26th 2009

At the second session, Ms. SS explained the meaning and the characteristics of announcement and wrote it on the white board. The meaning of announcement that she has wrote is *a formal or public that announcing something that contain short message to declaration of an event*. In addition, the characteristics of announcement that was she writes, such as: 1) Title, 2) Date/Time, 3) Place, 4) Who to contact.

At the third session, Ms. SS ordered about four students to read an announcement in their book by turns and then she asked them about the content of that announcement by English spoken. However, that was only 1 (one) student expressed their opinion in English spoken but in Indonesian style, the three students answered and gave their opinion in Indonesian, it might caused the students had a little of vocabulary and difficulties in grammatical rules. The other students listened carefully the teacher's instruction and their classmate opinion about the content of that announcement; sometimes they laughed their friends who taught the wrong answer.

At the fourth session, Ms. SS asked the students about vocabulary that the students did not understand, then she explained to the students how to write announcement well, and parts of the strategies that she explained such as. Firstly, make a draft about something that will be announce. Secondly, looking for the vocabulary and arrange into sentences and the last revise the sentences by grammatical rules.

At the fifth session, Ms. SS gave task to the students to make summarize about that announcement by their own writing in their paper, the teacher pleased

the students opened their dictionary. The students did their task seriously but some of them made a little disturbance it might caused they had no dictionary. After they did the task, they collected to the teacher.

At the last session, the teacher gave homework to the students to make an announcement; the teacher gave opportunity to the students to choose whatever the topics that they want. Then she asked the students to say Hamdallah were together before closed activities and the last she said greeting.

In this case, can be seen that the teacher used strategies in teaching writing short functional text (announcement). The strategies were applied in first observation were Helper and free writing, it can be seen based she's suggestion for the students to write summarize of the text announcement and she gave the students opportunity to choose whatever topics that they want. Those strategies were effective because the students can express their opinion about something and say what they like to discuss.⁹⁴

2. The Second Observation in the topic Direct and Indirect Speech

The teacher was come on time, but most of the students there was no-one in the class. It might cause most of them still stay away in canteen. The teacher ordered the leader of class to called her friends for entered the class because the learning process will be held. About 5 (five) minutes the students had entered the class and the learning process started. Ms. SS opened the class activities by greeting and called roll the students by reading the students' present list. Ms. SS

⁹⁴Observation on Monday, April 27th 2009

forgot asked the students to say Basmallah were together, it might caused she was annoyed by the students. Ms. SS discussed the pervious material as warming up.

At the first session, Ms. SS explained the material today about Direct and Indirect speech, she explained kinds of Direct and Indirect speech and how to make the sentences of Direct and Indirect speech.

At the second session, Ms. SS asked the students to made a sentence of Direct and Indirect speech on the white board in the forms present tense, past tense, present continuous, past continuous, present perfect tense, past perfect tense and auxiliary. About 11(eleven) students wrote the sentence of Direct and Indirect speech. The situation of the class was so noisy.

At the third session, it had done discuss between Ms. SS and the students about the correct answer that had been wrote by the students on the white board. At the fourth session, Ms. SS gave task to the students. The students were taught the task from English book PR. Bahasa Inggris for X (tenth) class in second semester, Senior High School copyright by Intan Pariwara. Because time is over, the task will be students' homework.

At the last session, Ms. SS closed activities by greeting.

In this case the teacher explained the material by using discuss and communicative approach in bilingual English-Indonesian to develop students' ability in made an English sentence. Because, the students had a little of vocabulary and the teacher must explained the material in bilingual. In this class, most of the students got the wrong answer made a sentence in Direct and Indirect

speech; it can be concluded that the students had difficulties in vocabulary and grammar.⁹⁵

3. The Third Observation in the topic Gambits (expression, introduction, greeting, and salutation)

The teacher was late about 5 (five) minutes entered the class, the students were run entered the class when they saw the teacher had ready opened the class activities, Ms. SS opened the class by greeting, *good morning students? How are you today?* In addition, the students answered *morning Miss, I am fine Thank you,* and then she called roll the students by reading the students' present list. The teacher discussed the material prepared by the students as warming up.

At the first session, Ms. SS gave the paper of material today, the material is about Gambits (expression, introduction, greeting, and salutation), and then she explained the material and how to use it in spoken and written.

At the second session, it had done question and answer between teacher and students about the vocabulary usually used in expression (sad, happy, sick, angry, surprise and so on) such as: *o really, Thank You, I am really surprise* and so on. Introduction such as: *what is your name, my name is..., where do you live?* And so on. Greeting such as: *Good morning, Good evening, how are you?, how do you do?* And so on. Instruction such as *come in please, sit down please, do not be noisy, do not fight, get me a glass of water please* and so on. Salutation such as: *hi, Hello, Dear my friend* (usually in written form).

⁹⁵Observation on Thursday, May 7th 2009

At the third session, The teacher divided students into small groups and each group consist by 2(two) students and then she asked each group to made an introduction conversation in written forms that consist by greeting, expression, and salutation and each group must performs the conversation in front of class. Ms. SS gave students time limit about 15(fifteen) minutes for finished their written conversation.

At the fourth session, Ms. SS called each groups to perform their conversation by turns, the situation of class was noisy because the other groups laughed their friend who misspelling of words and made funny whims. Because time was over, the teacher closed activities by greeting.

Based on observation, the teacher used Project strategy. The teacher had divided students into groups work and by used the strategy the students learn about how to provide an overview of keys ideas that might be present in front of the class.⁹⁶ She discussed to the students hew to made a conversation by using a good structure based on English grammatical rules.

The students were seriously tried performs their conversation in spoken, although most of the students misspelling in reading their own conversation and had a little of grammatical rules, the teacher also gave direct correction to the students who had difficulties in spelling and grammar. It can be concluded that most of the students had difficulties in spelling problems and grammatical.⁹⁷

⁹⁶<http://www.unl.edu/csi/writing.shtml> online on November 25th 2008

⁹⁷Observation on Thursday, May 14th 2009

4. The Fourth Observation in the topic Reading text (fill in blank)

The teacher opened the class activities by greeting, *how are you today?* And the students answered *I'm fine Thank You*. Then she called roll the students by reading students' present list and she gave test papers to the students. Then, she wrote some vocabularies on the white board.

At the first session, the teacher explained the material and then she spelled the vocabulary were together with the students. At the second session, it had done questions and answer between teacher and students about the meaning of vocabulary which had been wrote by the teacher in the white board, the students were snatch away raising their hand to answer the meaning of vocabularies although some of them taught the wrong answer, the situation of the class was noisy.

At the third session, the teacher asked the students for completed the reading text (fill in blank). And the students do the task seriously and listen carefully the teacher's speech some of the students not concentration and asked the answer to their classmate and it made a little disturbance and the teacher asked the students for more concentration and did not make noisy, the teacher repeated the material as many as three times. After they did the task, they collected to their teacher.

At the fourth session, it had done discuss about the right answer and the teacher translated the reading text. In the last teaching learning process, the teacher asked the students for pray together and closed activities by greeting.

In this case, the teacher discussed about material and vocabulary and asked the students to spelled the vocabulary and found the meaning of it. She also asked

the students to memorized the vocabularies in order for develop their ability in English. The teacher dictated the material in a good pronunciation and the students listened carefully the teacher's speech and did their task seriously. Based on observation, most of the students did not mastery the English vocabulary and they had spelling problems.⁹⁸

5. The Result of the Interview to Ms. SS

Based interview with Ms. SS, she said that she used strategies in teaching writing especially writing short functional text. The strategy that usually she applied is Helper, according Ms. SS this strategy can help the students' problems how to write a short functional text well.⁹⁹ By using strategy the students were taught how to write summarize of text, express their opinion and say what they like that might be not realized when they communicate by spoken. Moreover, the students were taught how to write it by using a good structure based on English grammatical rules.¹⁰⁰

Clearly, by the strategy the students learn how to express their various meaning in written form by using good grammatical rules. However, of course she had some difficulties applied this strategy in teaching writing short functional text such as in explanation of material and students' vocabulary.¹⁰¹ It caused most of the students had a little of vocabulary and the teacher must explained the material as many as three times and she had bilingual English-Indonesia in order to make students easy in understand the material.

⁹⁸Observation on Monday, May 18th 2009

⁹⁹Interview with Ms. SS, on Tuesday, May 26th 2009

¹⁰⁰*ibid*

¹⁰¹*ibid*

Ms. SS is very smart teacher, because she had many ideas to develop students' ability and students' interest in English. In addition, she had many ideas to solve the students' difficulties. She said that she had 3 (three) ways to solve students' difficulties. First, the teacher always gives students the suggestion, asks the students to memorize five vocabularies a day and make it into sentence, and asks the students to tell their daily activities into English written forms in a diary. Second, she asked the students to read English text more and more and invited the students looking for main idea and the content of the text; it made the students easier to comprehend about the text. The last, the teacher developed the students interest and attractive in English by used music and games as media to teach writing short functional text. She said that it was efficient for the students and makes teaching-learning process is more attractive.¹⁰²

C. Discussion

Based on the result of the study, the writer described the students' difficulties in writing short functional text and classified the strategies applied by the teacher in teaching writing short functional text.

1. The Students' Difficulties in writing Short Functional Text

Based on the result of the test to the students, the writer classified the students' difficulties in writing short functional text in each of the judgment indicator could be describe as follows:

¹⁰²*ibid*

- a. There were 4 (four) students have difficulties in writing short functional text in content of writing. In content of writing, the students had difficulties in formulating the main idea and deciding the sentences that could be used as supporting sentences. Beside that, they often included the sentences that irrelevant with the main idea.
- b. There were 5 (five) students have difficulties in writing short functional text in organization of writing. The difficulties occurred in arranging the main idea and supporting sentence in sequence order. Moreover, the students wrote a text incompletely.
- c. There were 24 (twenty-four) students have difficulties in writing short functional text in sentence structure of writing. The students had difficulties in using word that appropriate with the content of the text. Furthermore, they felt difficult to choose the correct word that suitable with the topic and the meaning that want to be expressed.
- d. There were 26 (twenty-six) students have difficulties in writing short functional text in Grammar of writing. The students had difficulties in arranging the word to be a sentence in grammatical order. Beside that, they were confused in arranging the noun phrase. In this case, the students used simple present tense but they often missed the verb be (am, is, and are).

However, based on the interview result most of the students said that they have many difficulties in vocabulary and spelling skills. Alternatively, in the judgment indicators they had difficulties in sentence structure and grammar. In addition, one of them said that he had difficult in formulating main idea and

content of the text and deciding the sentence that could be used as supporting sentences.

In brief, it can be concluded that the writer cannot really a hundred percent on the result of interview. It must compare to the result of the test as the main data. To sum up, after comparing those two results of instrument test and interview. The tenth grade students of SMU Muhammadiyah I of Palangka Raya faced difficulties in writing short functional text.

2. The Teacher's Strategies in Teaching Writing Short Functional Text

Based on the observation and interview result with Miss. SS, the strategies applied by the teacher in teaching writing short functional text can be described as follow:

Table 3.5
First Observation on Monday, April 27th 2009
In the Topic Announcement.

No	Stage	Teacher's strategy	Students' response
1	Prewriting	a. Greeting b. Called roll the students from students' present list c. Say Basmallah before started the activity d. Asked the question and discussing about material prepared by the students.	a. The students answered b. The students was raising their hand when their name called by the teacher. c. The students followed d. The students opened their books and listened carefully the teacher's speech.
2	Whilst writing	a. The teacher explained the material, the material was about announcement, and The teacher explained the meaning and characteristics of announcement on the white board.	a. The students wrote the teacher's explanation on their book. And they listened carefully the teacher's explanation.
		b. The teacher ordered the students to read the announcement before and then she asked about the	b. That was only one student can expressed their opinion in English spoken but still in Indonesian

		content and their opinion of announcement in spoken	style, and there were three students had been giving their opinion in Indonesian.
		c. The teacher made conclusion about how to make an announcement. d. The teacher ordered the students to make summarize about the announcement by their own language in the written form.	c. The students wrote the teacher explanation on their book. d. The students did their task seriously but some of them make a little disturbance it might caused their have no dictionary
3	Post writing	a. The teacher gave a homework b. The teacher closing activity by say Hamdallah c. Greeting	a. The students wrote the task in their book b. The students follows c. The students answer

Table 3.6
Second Observation on Thursday, May 7th 2009
in the Topic Direct and Indirect Speech

No	Stage	Teacher's Strategy	Students' response
1	Pre writing	a. Greeting b. The teacher asked the question and discussing pervious material.	a. The students answered b. No-one of the students asked question for the teacher.
2	Whilst writing	a. The teacher explained the material; the material was about direct and indirect speech. b. The teacher ordered half of the students to make direct and indirect speech on the white board. c. The teacher and the students were discussing the right answer	a. The students wrote the teacher's explanation on their book b. It was only few of the students can wrote the sentence of direct and indirect speech well. c. The situation of the class was so noisy
3	Post writing	a. The teacher made conclusion b. The teacher gave a homework c. Greeting d. Pray together	a. The students listen carefully the teacher's speech b. The students wrote the task on their book c. The students answered d. The students followed

Table 3.7
Third Observation on Thursday, May 14th 2009
In the Topic Gambits (expression, introduction, greeting and salutation)

No	Stage	Teacher's Strategy	Students' response
1	Pre writing	a. Greeting b. Called roll the students from the students' present list c. Discussing about material today	a. The students answered b. The students was raising their hand when the teacher called their name c. The students listened carefully the teacher speech
2	Whilst writing	a. The teacher explained the material, the material was about Gambits (expression, introduction, greeting and instruction) b. The teacher divided the students into small groups c. The teacher ordered each group to make conversation in written that consist by Gambits vocabulary	a. The students wrote the teacher explanation on their book. b. The students were so noisy c. Each group do the task seriously
		d. Each groups must performs their conversation in front of the class	d. The situation was so noisy because the other groups laughed their friends who misspelling of words and made funny whims.
3	Post writing	a. Pray together b. Greeting	a. The students followed b. The students answered

Table 3.8
Fourth Observation on Monday, May 18th 2009
In the Topic Reading Text (Fill in Blank)

No	Stage	Teacher's Strategy	Students' response
1	Pre writing	a. Greeting b. Called roll the students from the students' present list c. Discussing about pervious material	a. The students answered b. The students was raising their hand when the teacher called c. None of the students ask question to the teacher.
2	Whilst writing	a. The teacher gave the test paper b. The teacher wrote vocabularies on the white board and then spells it together with the students	a. The students read the paper b. The students wrote the vocabulary on their book and follows the teacher'
		c. The teacher asked the students for completed the	c. The students did the task seriously and listened

		task (fill in blank) d. Discussing between teacher and students about the right answer and translated reading text into Indonesian.	carefully teacher's speech. d. The students was so noisy
3	Post writing	a. The teacher gave homework b. greeting	a. The students wrote the task on their book b. The students answered

Based on table above, it can be explained on the first observation, the teacher applied Helper and free writing to the students. The teacher asked the students to make summarize about announcement by their own writing.

At the second observation, the teacher used Bilingual and direct correction for the students who had wrong answer in made direct and indirect sentence.

At the third observation, the strategy applied by the teacher in this case was Project strategy. The teacher divided the students into groups in asks them to write a conversation in their own language and performs it in front of the class.

At the fourth observation, the teacher discussed and practiced about vocabulary and invited the students to memorize the vocabulary and the meaning.

However based on the interview result, Miss. SS said that she used Helper strategy to help the students how to write a short functional text well. The students were taught how to write a summarize and the content of the text and transform their opinion, comment and what they wanted into written form by their own language and used good grammatical structure. In addition, she did not only used Helper strategy but also Project strategy, because in the third observation, she divided the students into groups to write a conversation by used their own language and performs it in front of class. She also discussed and gave direct

correction for the students, moreover she used bilingual, because most of the students did not understand about English and they just had a little vocabulary in English.



CHAPTER IV

CHAPTER IV CLOSING

A. Conclusion

Based on the data that were explained in the previous chapter the difficulties faced by the students in writing short functional texts were as follows:

1. There were 4 (four) students had difficulties in writing short functional text in content of writing in which they had difficulties to present the fragmented information in their writings.
2. There were 5 (five) students had difficulties in writing short functional text in organization of writing in which their writing product were not good organization.
3. There were 24 (twenty-four) students had difficulties in dictation and applying of those word.
4. There were 26 (twenty-six) students had difficulties in grammar, ex: they had difficulties in using tenses, subject-verb agreement, spelling and punctuation.

In conclusion, the students had difficulties in writing short functional text. The difficulties occurred in formulating main idea and supporting sentences, arranging the sentences, choosing the right word and using grammar.

The strategies applied by the teacher in teaching writing short functional text and the difficulties that faced by the tenth grade students of SMU Muhammadiyah I of Palangka Raya, there are some conclusion that can be explained as follows:

The strategies applied by the English teacher were Helper, Project, and Discussing strategies. An article stated helper strategy designed to help the students in writing comparing and contrasting essays. On the strategy, the students learn how to write summarize the features, express their opinion and say what they like. Clearly, by the strategy the students learn how to give a good comment about something that expressed into writing.¹⁰³ Still based on the article, project strategy is an example of how to promote effective group work. Some important pointer related to project they are, preview the task, rough out a plan, organize the task and resources, jot down job assignment, examine obstacles and develop the strategies, commit the goal to the target timelines.¹⁰⁴ Discussion strategy used to find out the students difficulties in writing. In conclusion, the teacher did not only use one strategy as like, as her state in interview were helper, but also the teacher used Project strategy and discussion to help the students in writing short functional text well.

¹⁰³<http://www.unl.edu/csi/writing.shtml> online on November 25th 2008

¹⁰⁴*ibid*

B. Suggestion

Considering the conclusion above, the writer would like to recommend some suggestions as follows:

1. The English teacher of the tenth grade SMU Muhammadiyah I Palangka Raya should explain intensively how to write short functional text well.
2. The English teacher should evaluate the students' ability in writing short functional text by giving the assignments in writing short functional text. In addition, the teacher should present the score of the students in each of the judgment indicators. Therefore, they can see their abilities based on the indicators.
3. The English teacher should give some practices to students in writing short functional text. Especially in forming the sentence and arranging the sentences in good sequence.
4. The Tenth grade students of SMU Muhammadiyah I of Palangka Raya should study how to arrange the sentences by using good grammatical rules. Beside that, the students must enrich their vocabulary to make sentences in correct arrangement.
5. The students should practice in writing short functional text. Therefore, they can improve their ability in writing.



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CURRICULUM VITAE

CURRICULUM VITAE

Hasnawati Apriana was born on April 4th, 1985 in Banjarmasin, South Borneo, the first daughter of H. Akhmad Hasani and Hj. Noor Ainiati. Siti Indriati, her young sister is about 20 years old and studies in The Islamic State College of Palangka Raya.

She was educated at State Elementary School Pahandut 17 in Palangka – Raya from 1991-1997. Then, she continued her study at State Junior High School in SLTPN-I in Palangka Raya from 1997-2000. Then, she chose State Islamic Senior High School MAN Model in Palangka Raya from 2000-2003.

She has any activities extracurricular in the campus such as Scout and Marching Band. Her activity out of campus, she usually spends her time to help her parents for keep shop in the market and sells clothes or dress for women.



APPENDICES

Appendix 1

Observation Result.

No	Day/ Date	Description of Class	Note
1	Monday 27/04/09	<p>Total students in class</p> <p>First activities</p> <p>core activities</p> <p>Time</p> <p>Material</p> <p>Media</p> <p>Evaluation</p> <p>Closing</p>	<p>It is about 22 students</p> <p>a. Greeting b. Call the roll from students' present list. c. Say Basmallah before start the activity. d. Ask the question and discussing about the material was prepared by the students.</p> <p>a. The teacher explained the material. It was about announcement. b. The teacher orders the students to read the announcement before and then she asks about the content and their opinion of announcement in spoken. c. The teacher orders the students to make summarize about the announcement by their own language in the written form.</p> <p>09.45 – 11.30 WIB</p> <p>Announcement</p> <p>Look a head and PR. Bahasa Inggris for X grade students Senior High School.</p> <p>Spoken and Written test</p> <p>a. The teacher given a homework b. Closing by say Hamdallah are together c. Greeting</p>
2	Thursday 07/05/09	<p>Total students in class</p> <p>First activities</p>	<p>It is about 26 students</p> <p>a. Greeting b. Call roll from the students' present list c. The teacher forgot say Basmallah d. Ask the question and discussing pervious material.</p>
		Core activities	<p>a. The teacher explained the material, the material was about Direct and indirect speech b. The teacher order half of the students to</p>

			<p>make direct and indirect sentence on the white board</p> <p>c. Discussing the right answer</p>
		<p>Time</p> <p>Material</p> <p>Evaluation</p> <p>closing</p>	<p>12.00 – 13.30 WIB</p> <p>Direct and Indirect Speech</p> <p>Written test</p> <p>a. The teacher makes conclusion b. The teacher given a homework c. Greeting d. Pray together</p>
3	Thursday 14/05/09	<p>Total students in class</p> <p>First activities</p> <p>Core activities</p> <p>Time</p> <p>Material</p> <p>Evaluation</p> <p>Media</p> <p>Closing</p>	<p>It is about 25 students</p> <p>a. Greeting b. Call roll the students from students' present list c. Discussing about material today</p> <p>a. The teacher explained the material. The material was about Gambits (expression, introduction, greeting, and instruction) b. The teacher divide the students into small groups c. The teacher orders each group to make a conversation in written that consist by Gambits vocabularies. d. Each groups must performs their conversation in front of the class</p> <p>12.00 – 13.30 WIB</p> <p>Gambits (expression, introduction, greeting, and instruction)</p> <p>Written and spoken test</p> <p>Reading text by the teacher</p> <p>a. Pray together b. Greeting</p>
4	Monday 18/05/09	<p>Total students in class</p> <p>First activities</p>	<p>It is about 26 students</p> <p>a. Greeting</p>

			<ul style="list-style-type: none"> b. Call roll the students from students' present list c. Discussing about pervious material
		Core activities	<ul style="list-style-type: none"> a. The teacher gives the paper of material b. The teacher wrote some vocabulary on the white board and then, spells the vocabulary together with the students. c. Interactive question answer between the teacher and students about the meaning of vocabulary d. The teacher asked the students for completed the task (fill in blank) e. The students listened carefully the teacher's speech and completed the sentence seriously. f. Discussing between teacher and students about the right answer and translate reading text into Indonesian.
		Time	09.45 – 11.30 WIB
		Material	Adjective vocabulary
		Evaluation	Listening and written test
		Media	Test paper / Reading text by the teacher
		closing	<ul style="list-style-type: none"> a. The teacher given homework b. greeting

Interview Result.

A. The Result of the interview to Ms.SS

1. Miss. Siti Soleha, on Tuesday, May 26th 200

No	Question	Answer
1	What strategies did you apply in teaching writing short functional text?	The strategy that I applied in teaching writing short functional text is helper. This strategy is use to help the students how to write short functional text well. The students are taught how to write the summaries of a text and transform their opinion or give their comment about something that expressed into writing form. Not only that, the students taught how to give a comment about the topics that have been given by teacher and how to write it using a good structure based on English structure rules.
2	Do you have some difficulties in teaching writing short functional text with those strategies?	Yes, of course I do. I have some problems with this strategy. One of them is in explanation of the material. Because the teacher have to explained the material as many as two or three times. And the teacher have to used bilingual, because of what? Because most of the students do not understand about English and they just have a little vocabulary to help them in comprehended about English itself.
3	How to solve the students' difficulties in writing short functional text?	To solve the students' difficulties in writing short functional text I used three ways, <ul style="list-style-type: none"> * The first, teacher always gives them a suggestion and ask them memorize five vocabulary a day and make it into a sentence and also ask them to make a diary which consist of their daily activity. * The second, teacher asks the students to read more and more about English text and invites them to look for the meaning of the text, so it makes the students easier to comprehend about text well. * And the last, teacher also use music and games as a media to teach short functional text. So it is really efficient to them and makes teaching learning process is more attractive.

B. The Result of the Interview to the Students

1. Parsi Sahara, on Thursday, May 28th 2009

No	Question	Answer
1	What are the difficulties that you find when you write a short functional text?	My difficulties when I wrote a short functional text are less vocabulary and spelling problems.
2	What is that caused?	It might be caused I have no concentration when I wrote a text.
3	How to solve your difficulties in writing short functional text?	Asking for a friend who knows the meaning of vocabulary.

2. Yudha Hadinata, on Thursday, May 28th 2009

No	Question	Answer
1	What are the difficulties that you find when you write a short functional text?	My difficulties when I wrote a short functional text are less vocabulary and spelling problems.
2	What is that caused?	It caused I have less memorize about English vocabulary and disability in grammatical structure, and because I am nervous.
3	How to solve your difficulties in writing short functional text?	I am using dictionary or asking a friend to find the meaning of vocabulary.

3. Rahmad Prima, on Friday, May 29th 2009

No	Question	Answer
1	What are the difficulties that you find when you write a short functional text?	My difficulties are, Less vocabulary and spelling problems.
2	What is that caused?	It might be because I difficult in memorize English vocabulary.
3	How to solve your difficulties in writing short functional text?	Study hard more, and try to memorize, write, and read English vocabulary.

4. Asfy A. F on Friday, May 29th 2009

No	Question	Answer
1	What are the difficulties that you find when you write a short functional text?	I have less vocabulary.
2	What is that caused?	Because, I did not really pay attention to my teacher when she taught English subject.
3	How to solve your difficulties in writing short functional text?	Study hard more and relearn at home.

5. Rudi, on Friday, May 29th 2009

No	Question	Answer
1	What are the difficulties that you find when you write a short functional text?	My difficulties in write a short functional text are difficult in understanding main idea and I have less vocabulary
2	What is that caused?	It might be because I was bore or bad mood.
3	How to solve your difficulties in writing short functional text?	Positive thinking and relearn more at home.

Instrument test

Name:

Class:

Read the instruction below!

I. Choose one material of short functional text that you interest they are **announcement, greeting card, personal letter, advertisement and invitation**. Read the situation and then write a short functional text.

II. Write a short functional text minimum about 50 words.

III. Your text should include the following points:

- a) **Announcement** : the title/type of event, date/time, place and contact person
- b) **Personal Letter** : the heading, date, salutation, the body of letter, complimentary close and signature.
- c) **Greeting Card** : salutation, greeting celebration and signature.
- d) **Invitation** : type of event, date/time, place and signature.
- e) **Advertisement** : tell the good sides of product, address, and contact person.

IV. Choose one of the situations below!

- a) **Announcement**
You are the captain of basket ball club.
On Saturday, the basket ball matches will run from 09:00 A.M to 11:00 A.M if the students need more information, they can contact Vita on 081234567890, *what would you write?*
- b) **Personal Letter**
You study overseas. Your university is located in quite suburb and public transport is rare. Your father will get you a car so that you can go around easily. You are exited! *Send the letter for your best friend!*
- c) **Greeting Card**
Next week your classmate will celebrate his/her birthday. You want to send a card. *What would you write?*
- d) **Invitation**
You moved to a new house. You invited your friends to join the house warming party you held. *What would you write?*
- e) **Advertisement**
You are a tourist guide. You can advertise or promote one of tourist resort in Indonesia. It can be an island (you can decide what island). Describe the interesting parts of the place. *What would you write?*

The Students' Writing Product

Name/ Initial	Elvah.W / EVW
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

Announcement

The Captain of basket ball club.

SMA MUHAMMADIYAH 1 Palangka Raya.

Jl. R.T.A. MILONO No. 08.

72732 telip. 085249027917.

On Saturday, if you are interested to be
the basket ball matches will run
from 09.00 A.M to 11.00 A.M. The basket ball
should be sent to the captain before May, 15, 2000
for further information, please you can contact
Vita on (081234567890).
Thank you.

secretary

Elvah
Elvah

captain

Ria
Ria.

The Students' Writing Product

Name/ Initial	Tias Ari.Z / TAZ
Content	15
Organization	15
Sentence Structure	10
Grammar	10
Total Score	50
Qualification Level	D / Poor

Anonymous Comment.

Basket Ball

SMA MUHAMMADIYAH 1 PALANGKARAYA

Jl. RTA. MILONO Km. 1.5 Telepon (0536) 32 22 717 Palangkaraya 73111

e-mail : smam-plk 77 @ yahoo-co-id.

You

On Saturday, we shall hold the basket ball matches
in field of SMA MUHAMMADIYAH, Palangkaraya,

between SMA 1 PAHANDUT Palangkaraya, this matches shall

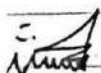
well be held from 09:00 A.m to 11:00 A.m

If the students need more information, they can contact

on 081239567890.

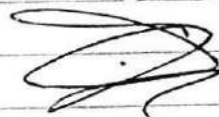
Thank you

Secretary



Secretary

CAPTEN



CAPTEN

The Students' Writing Product

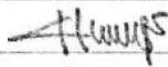
Name/ Initial	Nurhikmah / NHM
Content	20
Organization	20
Sentence Structure	5
Grammar	5
Total Score	50
Qualification Level	D / Peor

Announcements


The Basket Ball Club
SMA Muhammadiyah P. Raya
Jl. P.T.A MILONO KM 1 NO8
73111 . Tlp 085251979153

You are the captain from club basket ball
On Saturday, club basket ball will matches.
will run from 08:00 A.M TO 11:00-A.M IF
STUDENTS NEED INFORMATION ABOUT CLUB
basket ball, CONTACT RIZAL ON 085251979153
Thank's Very much.

secretary


NHKMAH

captain


RIZAL

The Students' Writing Product



Name/ Initial	Inayatul.M / IYM
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

The Basket Ball Club
 SMA Muhammadiyah 1. Palangka Raya
 Street: R.T.A Milono Km.1,9
 Telp: (0936) 3271478, Code mail : 73111

SMA Muhammadiyah will Perform
 matches the basket ball accompany
 school. Will Perform enough:

Date: May 16, 2009
 Day: Saturday
 address: Street Jaminan benjol, no. 1
 time: from 09:00 A.M to 11:00 A.M

If students need more information, they
 can contact Vita on 081234567890.

Secretary Captain
 
 In. itr.

The Students' Writing Product

Name/ Initial	Dewi Suryani / DSY
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

Announcement

The Basket Ball Club.

SMAN 2 PAHANGDIT Palangka Raya

Address, street K. S Tubun

The Basket Ball matches will at :

Day/date : Saturday / Mei. 28. 2009

Time : 09:00 am to 11.00 am

Place : field Sanaman Mantikei

Address : street A. I. S Nasution

For further information please contact vma on 081234567890

Thank You,

Secretary

Captain

Anna

Dewi Suryani

The Students' Writing Product

Name/ Initial	Fahrunnisa / FNS
Content	25
Organization	20
Sentence Structure	10
Grammar	10
Total Score	65
Qualification Level	C / Sufficient

Announcements

The Basket Ball club,
SMA Muhammadiyah 1 Palangkaraya
Address: street R.T.A Milono km. 1,5

The our basket ball club will held matches at:

date: Saturday, May 16, 2009

Place: field Seraman Mantikei

address: street Ade Irma Suryani Nasution

time: 09.00 AM to 11.00 A.M.

for further information, please contact Vita (081234567890)

Thank you

Secretary



Ilham

Captain



Fahrunnisa

The Students' Writing Product

Name/ Initial	Aidha Dwi.J.S / ADJS
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

Announcement

The captain of basket ball club.

On Saturday, in the yard SMA MUHAMMADIYAH 1.P.RAYA, will be held at 16, 2009 In May 2009, from 09:00 A.M to 11:00 A.M. if the students interested in basket ball club, please contact Vita on 081234567890, firstly you can attend your member club, so that not report the committee.

Thank You.

Secretary

Aidha^{djs}

Aidha

Captain

Vita

Vita

The Students' Writing Product

Name/ Initial	Nia Restiana / NRT
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

Announcements

The Basket Ball club

SMA MUHAMMADIYAH 1 P. RAYA

Street. R. T. A MILONO km. 1,5

73111. Telp: (0536) 3222717

SMA MUHAMMADIYAH will be held competition Basket Ball club
accompany school. Competition this will be held enough:

Date : May. 18 2009.

Time : 09 : 00 A.M to 11 : 00 A.M

Place : field SMA MUHAMMADIYAH

For further information please contact Yita


081234567890.

Thank you

Secretary


Nia

Captain


IVAN

The Students' Writing Product

Name/ Initial	Dewi Jayanti / DJY
Content	20
Organization	20
Sentence Structure	15
Grammar	10
Total Score	65
Qualification Level	C / Sufficient

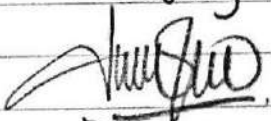
Announcement.

The Captain of basket ball club.

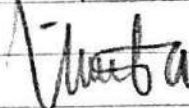
for you that interested in the basket ball matches,
Please join a basket ball matches, that will be
held the SMA Muhammadiyah 1 P. Raya., on
Saturday 16 May 2009, from 09:00 AM. to
11:00 A.M. you must preparation your
member for matches in the area for.
Further information please contact
Vita. (0812-34567890).

thank you.

Secretary.


Dewi, J.

Captain.


Vita

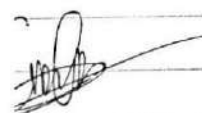
The Students' Writing Product

Name/ Initial	Faisal Candra / FCP
Content	20
Organization	15
Sentence Structure	10
Grammar	5
Total Score	50
Qualification Level	D / Poor

ANNOUNCEMENT

BASKET BALL CLUB SMA MUHAMMADIYAH 1 PALANGKARAYA
JL. RTA. MILANO KM. 1,5 TELP. 08137282

IF YOU WANT TO COME ALONG MATCHES BASKET BALL MAY TO GATHER IN THE FIELD MATIKAI
IF YOU WANT (1) FOR MATCHES BASKET BALL WILL BE HELD ON SATURDAY TIME 09:00 A.M TO
1.00 A.M SMA 2 PAHANDUT V.S SMA 2 JERAM RAYA THE STUDENTS NEED MORE INFORMATION,
THEY CAN CONTACT JERRY ON. 085249240694 AND DEVI ON. 081249241546. THANKS



CAPTAIN



CHAIR

The Students' Writing Product

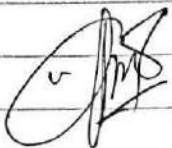
Name/ Initial	Marli Juliadi / MLJ
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

ANNOUNCEMENTS

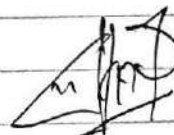
~~sekarang~~ BASKET BALL CLUB SMA MUHAMMADIYAH 1 PALANGKA RAYA
Jln. KTA. MILONIO K.M. 1.5 TELP. 3227756

If you want to see matches the basket ball
Between SMA Muhammadiyah 1 Palangka Raya VS SMA 2
Jepun Raya. will be held to Saturday time in 09:00 A.M.
to 11:00 A.M. in the Rila from men tika.

If you want get more information please contact what
on 0812341567890. Thaks



secretarie



captain

The Students' Writing Product

Name/ Initial	Adham. R.S.P / ARSP
Content	15
Organization	15
Sentence Structure	5
Grammar	5
Total Score	40
Qualification Level	E / Failed

INVITATION

From my Friends,

I will be held warming parti in the new house.

I hope you be found present at 01 to my parti

Day : 01 Saturday

Date : 29 MAY 2009

Time : 17.00 P.M at 15.00.P.M

place : in my house

DON'T FORGET, NO COME! YES!!

I very thanks you, when you be found present.

Thanks,

The Students' Writing Product

Name/ Initial	Asfy.A.F / AAF
Content	10
Organization	5
Sentence Structure	2
Grammar	2
Total Score	19
Qualification Level	"E" Failed

* INVITATION *

TO : HENDRI

Hi Hendri don't to forget my house
date : may 20th 2009
day : Sunday
time : 09.00 A.M.
Don't to forget my house

Thank you

Asfy
Asfy

The Students' Writing Product

Name/ Initial	Rahmad Prima / RPR
Content	15
Organization	10
Sentence Structure	4
Grammar	4
Total Score	33
Qualification Level	"E" Failed

D. Invitation

Dear Budi

Would you come to my house for Warming Party you held on Saturday, May 23, 2009, at 7 o'clock?
I'll be waiting for you.

yours

Rahmad

The Students' Writing Product

Name/ Initial	Yudha Hadinata / YHN
Content	5
Organization	4
Sentence Structure	3
Grammar	2
Total Score	14
Qualification Level	"E" Failed

announcement

Fans Sensasi band
Sunday, the Sensasi band matches will run from 07:00 PM to 11:00 PM
the Fans Sensasi band need more information, they can contact on Andre
5249 288663.
if you

The Students' Writing Product

Name/ Initial	A.Syafiq Halwan / ASH
Content	25
Organization	20
Sentence Structure	10
Grammar	10
Total Score	65
Qualification Level	"C" Sufficient

SMA 1 MUHAMMADIYAH PALANGKARAYA
JALAN RTA. MILONO KM 1 PALANGKARAYA

The team basket ball SMA 1 MUHAMMADIYAH will mach opponent
sm basket ball SMAN3 PALANGKARAYA. It be will match at :

date : Saturday, May 16th 2009
ace : basket ball field, seraman Mantikei
me : 09.00 A.M to 11:00 A.M

Please join to be Supporter, we hope you get come.
For further information please contact Vita on 081234567890.



Captain



head Master

The Students' Writing Product

Name/ Initial	Parsi Sahara / PRS
Content	15
Organization	10
Sentence Structure	5
Grammar	4
Total Score	34
Qualification Level	"E" Failed

Announcement

are the captain of basket ball club ~~and~~ will Annocement Facing
sket ball. Become Attention Pleace In order to can come to match basket
ll and give ~~support~~ Support to enough they who match. Math will go on enough
Saturday, the basket bail matches will run From 09:00 A.M to 11:00 A.M IF
Students need more information, they can Contact Vita on 081234567890.
zcome Please Support you all

The Students' Writing Product

Name/ Initial	Rudi / RDI
Content	10
Organization	10
Sentence Structure	5
Grammar	4
Total Score	19
Qualification Level	E / Failed

Basket ball. SMA 1 Muhammadiyah P. Raya
Jl. RTA Miloro Km, 1,5 No.
Telp.

If you are the basket ball matches when club basket ball SMA 1 Muhammadiyah club SMA 1 Pakandut will be bet:

On Saturday
will run from 09:00 A.M to 11.00 AM

If the students need more information, they can contact vita on
081234567890.

TTD


Rudi

The Students' Writing Product

Name/ Initial	Mery Anastharini / MAR
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

The basket ball SMA MUHAMMADYAH Palangka Raya
Jl. RTA. Milono km. 1,5, telephone 0536 3233441
kode mail : 73111

The basket ball matches will
perform on :
Date : 14 Mei 2009
Day : Thursday.
Address : Jl. RTA. Milono km 1,5 Palangkaraya.
Time : 09.00 am to 11.00 am.

If the students need more information, they
can contact Nita on 081234567890.

Thank's.

Secretaris

Rina

P. Primmer

Captain

OKI

Quip

The Students' Writing Product

Name/ Initial	Ispurwanto / IPW
Content	15
Organization	15
Sentence Structure	5
Grammar	5
Total Score	40
Qualification Level	E / Failed

> Announcement

Basket ball club SMAN JERANBAYA I Pekanbaru
Jl. G.0505 TELPON 0852678

when ~~the~~ basket ball club you wish follow race basket ball
in SMAN Jeranbaya I on Saturday, the basket ball matches
will run from 09:00 A.M to 11:00 A.M If the student need
more information, they can contact Wita on 081345678910.

The Students' Writing Product

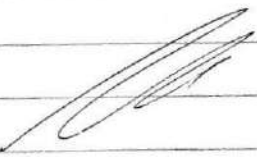
Name/ Initial	M.Bashon / MBH
Content	10
Organization	10
Sentence Structure	4
Grammar	4
Total Score	18
Qualification Level	E / Failed

M BASHON

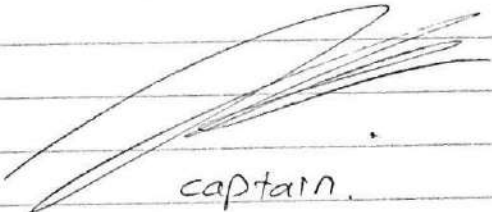
Announcement.

Basket Ball Club SMA 1 MUHAMADIYAH Palangka Raya.
Jl RTA MILONO KM 1,5
Telp

IF YOU WANT TO SEE MATCHES BASKET BALL BOAT WEEN
SMA MUHAMADIYAH 1 PALANGKA RAYA VS SMA 1 JAKAN RAYA
PALANGKA RAYA WILL BE HELD TO SATURDAY TIME IN 09:00
A.M TO 11:00 A.M WILL IN THE FIELD FROM MARTIKAI. IF YOU
WANT GET IN MORE INFORMATION CONTEC VITA ON 081234567890
Thanks


sekretaris

~~Setekretariat~~


captain.

The Students' Writing Product

Name/ Initial	Bunga Dara.P / BDP
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

IV. (a) Announcement

The Basket Ball Club
SMA Muhammadiyah Palangkaraya
Jl. RTA Milono Km I no. 02 73111.
Telp. 0536 3231537

You are the Captain from Club Basket ball.
On Saturday, Club basket ball will matches will run from
09:00 A.M to 11:00 A.M if Students need information
about Club basket ball, Contact person at number 081808283841.
Thank you.

Secretary,
Bunga

Jms

Captain,
Uzy

July.

The Students' Writing Product

Name/ Initial	Wiwi.k / WKW
Content	15
Organization	15
Sentence Structure	10
Grammar	10
Total Score	50
Qualification Level	D / Poor

The basket ball Club
SMA Muhammadiyah 1 Palangka Raya
Jln. RTA Milono

Is you are interested want join the
basket ball matches will run in
SMA Muhammadiyah 1 Palangkaraya
will be held :

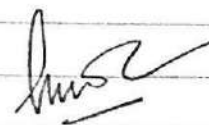
Day : Friday
Date : August, 18 ~ 2009
Time : 09.00 A.M to 11.00 A.M
Place : Jln. RTA Milono km. 1 Palangka Raya.

Is the student need more information, they can
contact vita on 0812 34567890.

Thank you ...



Secretary



Captain

The Students' Writing Product

Name/ Initial	Heldayanti / HDY
Content	20
Organization	20
Sentence Structure	10
Grammar	10
Total Score	60
Qualification Level	C / Sufficient

a). Announcements

The Basket Ball club
SMA Muhammadiyah 1 Palangkaraya

If friends are interested in join the Basket Ball matches will run in the SMA Muhammadiyah 1 Palangka Raya.

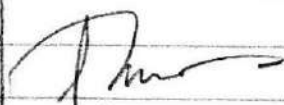
Will be matches :

- Date : May, 9, 2009
- Day : Saturday
- Time : 09:00 A.M - 11:00 A.M.
- Place : Jln. RTA. milono km 1,5
SMA. Muhammadiyah

For further information, please contact
Vita on (081234567890)

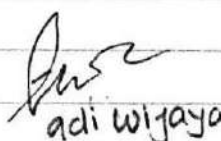
Thank's

Secretary



Dinda . S.

Captain



adi wijayo

The Students' Writing Product

Name/ Initial	Dwi.k / DKW
Content	25
Organization	20
Sentence Structure	10
Grammar	10
Total Score	65
Qualification Level	C / Sufficient

Announcements

The Captain of Basket Ball Club

SMA MUHAMMADIYAH 1 PALANGKARAYA

reet. R T A MILONG km 1 no. 8 73111 Telp. 085252525252

I captain basket ball join matches basket ball on
SMA MUHAMMADIYAH. That on school we will be held
matches accompany class that will be held at:

Day / date: Saturday 16 May 2009

Time : 09:00 A.M to 11:00 AM

Place : Yard SMA MUHAMMADIYAH

If the students need more information, they can
contact Vita on 081234567890.

Thank's you

Secretary


NIEA

Captain


Dwi

The Students' Writing Product

Name/ Initial	Riska.S / RKF
Content	20
Organization	20
Sentence Structure	5
Grammar	5
Total Score	50
Qualification Level	D / Poor

Greeting Card

Dear Anita,

Happy B'day friend, Sorry I can't to your Party. Because my Grandma' go in to hospital.

I can't only give and take an express will hope your long age, and all you wish can tired. Next time I promise will dinner in you place favorite. See you next time and guard your healthy.

From: Riska
Riska.

Appendix 5

NUMBER OF THE STUDENTS

No	Name	Initial
1	Mery Anastharini	MAR
2	Ispurwanto	IPW
3	M. Bashon	MBH
4	Bunga Dara. P	BDP
5	Rudi	RDI
6	Wiwi Kurniawati	WKW
7	Heldayanti	HDY
8	Dwi Kusumawaty	DKW
9	Rizka Safitri	RKF
10	Elvan Wasilah	EVW
11	Tiaz Asri Zumainah	TAZ
12	Nurhikmah	NHM
13	Inayatul Mukarramah	IYM
14	Dewi Suryani	DJY
15	Fahrunnisa	FNS
16	Aidha Dwi. J. S	ADJS
17	Nia Restiana	NRT
18	Dewi Jayanti	DJN
19	Faisal Candra Prasetyo	FCP
20	Adham Ramadhan Satya. P	ARSP
21	Marli Juliadi	MLJ
22	Ahmad Syafiq Halwan	ASH
23	Parsi Sahara	PRS
24	Rahmad Prima	RPR
25	Yudha Hadinata	YHN
26	Aspy. A. F	AAF

Appendix 6

The Teacher's Identity

1. Name : SITI SOLEHA
2. Date and place of Brith : Muara Teweh, January 23, 1986
3. Address : G. Obos IX street, Gg. Kemiri No. 175 Palangka Raya
4. Education Background :
 - a. SDN Lanjas Muara Teweh (graduated in 1997)
 - b. MTsN Muara Teweh (graduated in 2000)
 - c. SMAN 1 Muara Teweh (graduated in 2003)
5. Hobbies : Listening to the music, reading and singing.

STUDENTS' DOCUMENTATION



Picture I. The Condition of Learning activity in the class



Picture II. The Reseacher give the Test for the Students

PLATE I. THE TEMPLE OF VENUS.



View of the Temple of Venus from the Forum.



View of the Temple of Venus from the Forum.



Picture III. Interview with the English Teacher (Miss. SS)



Picture IV. Interview with the Student

SILABUS

Name of school : SMA....
 Subject : English (writing)
 Class : X
 Semester : 1

Competence Standard	Basic competence	Main material	Learning Activity	Indicator	Evaluation	Time allocation	Media and source
<p>* Writing Expressing the various meaning in short functional text in social interaction.</p>	<p>Expressing the various meaning in short functional text (such as announcement, advertisement, invitation, greeting card and personal letter) formal and informal with efficient and using a variations of writing language in context</p>	<p>Announcement, invitation, advertisement, greeting card, and personal letter</p>	<p>Write announcement text form a pair and publicize in the class/ school</p>	<ul style="list-style-type: none"> • Using grammar, vocabulary, punctuation mark, spelling, and morphology • Write main idea • Collaboration the main idea • Make a draft, revise, proofread and correct • Obtain a short functional text 	<p>Performance</p>	<p>2 x 45</p>	<p>English online Jakarta Post</p>
<p>* Writing expressing the</p>	<p>Expressing the various meaning and step of rhetoric</p>	<ul style="list-style-type: none"> • Written text 	<ul style="list-style-type: none"> • making a draft form a 	<ul style="list-style-type: none"> • use a past tense in 	<p>performance</p>	<p>2 x 45</p>	<p>ESOL</p>

<p>various meaning in short functional text and simple essay in written form recount, narrative and procedure in social interaction</p>	<p>with efficient and using variations of writing language written forms recount, narrative and procedure in daily life context</p>	<p>narrative form</p> <ul style="list-style-type: none"> • Written text procedure form 	<p>narrative text, recount text or procedure by using chain writing</p> <ul style="list-style-type: none"> • Do correction with a friend for complete the draft • Complete the draft based on obtain correction friend. 	<p>convey an event</p> <ul style="list-style-type: none"> • use a imperative sentence in writing a recipe or clue • use a direct and indirect sentence in writing a narration • obtain a recount text • obtain a narrative text • obtain a procedure text 		<p>2 x 45</p> <p>2 x 45</p>	<p>ONLINE</p> <p>English online</p> <p>English K-6 modules</p> <p>Jakarta Post</p>
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SILABUS

Name of school : SMA.....
 Subject : English (writing)
 Class : X
 Semester : 2

Competence standard	Basic competence	Main material	Learning activity	Indicator	Evaluation	Time allocation	Media and Source
<p>* Writing Expressing the various meaning in short functional text and simple essay in written forms such as narrative, descriptive and news item in social interaction.</p>	Expressing the various meaning in short functional text (example, such as announcement, advertisement, invitation, greeting card, and personal letter) formal and no formal with efficient and using variations of writing language in social interaction.	Announcement, Advertisement, invitation, greeting card and personal letter.	<ul style="list-style-type: none"> • Writing announcement , in a personal manner and publicize in announcement board 	<ul style="list-style-type: none"> • Using grammar, vocabulary, punctuation mark, spelling, and morphology • Write main idea • Collaboration the main idea • Make a draft, revise, proofread and correct • Obtain a short functional text 	Porto folio task	3 x 45	ESOL ONLINE English Online Jakarta Post
<p>*Writing Expressing the various meaning in short</p>	Expressing the various meaning and step of rhetoric in simple essay	<ul style="list-style-type: none"> • Written text narrative form 	<ul style="list-style-type: none"> • Making a draft form narrative 	* Use a reported	Porto folio task	2 x 45	English

<p>functional text and simple essay in written forms such as narrative, descriptive and news item in social interaction.</p>	<p>with efficient in written forms such as narrative, descriptive and news item in social interaction.</p>	<ul style="list-style-type: none"> • Written text descriptive form • Written text news item form 	<p>text, news item or description by using chain writing</p> <ul style="list-style-type: none"> • Do correction with a friend for complete the draft • Complete the draft based on obtain correction friend. 	<p>speech sentence in giving a news</p> <ul style="list-style-type: none"> • Use a simple present sentence in writing description • Use adverbial clause in writing a narration • Obtain a narrative text form • Obtain a descriptive text form 		<p>2 x 45</p> <p>2 x 45</p>	<p>online</p> <p>English K-6 Modules</p> <p>ESOL ONLINE</p> <p>Jakarta Post</p>
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DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.18.1/PP.00.9/14/HS/2008
Hal : Persetujuan Judul dan
Penetapan Pembimbing

Palangka Raya, 4 Nopember 2008

Kepada
Yth. Sdr. Hasnawati Apriana
NIM. 030 112 0100

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

“WRITING STRATEGY OF SHORT FUNCTIONAL TEXT (ANNOUNCEMENT) WRITTEN BY TENTH GRADE STUDENTS OF SMA MUHAMMADIYAH PALANGKA RAYA”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M. Pd. sebagai Pembimbing I
2. Sabarun, M. Pd. sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



[Signature]
Dra. HAMBANAH. HM, M.Ag
NIP. 150246249

STAIN Palangka Raya Up. Pembantu Ketua I
Abdul Qodir, M. Pd. sebagai Pembimbing I
Sabarun, M. Pd. sebagai Pembimbing II



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN

No: 45/PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a : HASNAWATI
NIM : 030 112 0100
Jurusan / Prodi : TARBIYAH/ TBI
Judul Proposal : THE WRITING STRATEGIS OF SHORT FUNCTIONAT TEXT
BASED ON KTSP CURRICULUM WRIDEN BY THE TENTH
GRADE STUDENTS OF SMA MUHAMMADIYAH IN OF
PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 16 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : **RISTATI,M.Hum** Moderator : **SITI SHOLEHA** dan dinyatakan lulus dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 20 Maret 2009

PANITIA

Ketua, 
ASMAWATI.M.Pd
NIP. 150 311 460

Sekretaris, 
HARLES ANWAR.M.Si
NIP.150 292 523

(A large, faint rectangular stamp is visible in the background, containing the text 'PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA STAIN PALANGKA RAYA')'



PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA

Alamat Jl. G. Obos Komplek Islamic Centre Telp. (0536) 3239447/3226356 Fax 3222105 Palangka Raya 73112

CATATAN HASIL SEMINAR

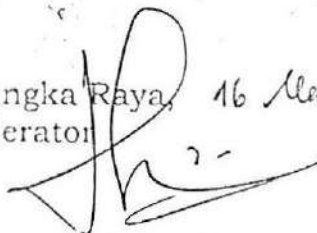
Penyaji / NIM : Hasnawati Apriana / 0301120100
Jurusan / Prodi : Tarbiyah / TBI
Judul : The Writing Strategies of Short
Functional Text Based on KTSP
Curriculum Written By the Tenth
Grade Students of SMA Muhammadiyah 1
of Palangka Raya
Pananggap Utama : Aristati, M. Hum
Pembimbing : 1. Drs. H. Abdul Dodir, M. Pd
2. Sabarun, M. Pd

CATATAN PERBAIKAN :

1. Revise the grammatical structure on your proposal
2. Revise the background of the study.
3. Add the theory about the difficulties in writing to Chapter II
4. Put the test on your proposal as the technique of collecting the data.

5. Make sure about your writing use : problem or strategies, difficulties.

Palangka Raya, 16 Maret 2009
Moderator


Siti Sholeha
NIP.



MAJLIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH
PIMPINAN WILAYAH KALIMANTAN TENGAH
SMA MUHAMMADIYAH 1 PALANGKARAYA DISAMAKAN
TERAKREDITASI A

Jalan RTA Milono Km. 1,5 Telepon (0536) 3222717 Palangkaraya 73111
e-mail : smam.plk77@yahoo.co.id

SURAT KETERANGAN

No : 420/725/IV.421/SMA-1M/Pht/VI2009

Yang bertanda tangan dibawah ini Kepala SMA Muhammadiyah 1 Palangka Raya status " Akreditasi A" di Palangka Raya , menerangkan :

Nama : HASNAWATI APRIANA
NIM : 0301120100
Jenjang : Strata 1 (S-1)
Jurusan/ Prodi : Tarbiyah/ TBI
STAIN Palangka Raya

Bahwa yang bersangkutan benar telah melaksanakan Observasi -Penelitian di SMA Muhammadiyah 1 Palangka Raya mulai tanggal 14 April s.d 14 Juni 2009 dengan judul Skripsi :

" THE WRITING STRATEGIS OF SHORT FUCTIONAL TEXT BASED ON KTSP CURRICULUM WRITEN BY THE TENTH GRADE STUDENT OF SMA MUHAMMADIYAH 1 OF PALANGKA RAYA "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.



