



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

# **EXPLORING TEACHING WRITING IN THE 2013 CURRICULUM: A CASE STUDY AT SALMAN SENIOR HIGH SCHOOL**

## **A THESIS**

**Submitted to English Language Teaching Department  
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic  
Institute Cirebon in Partial Fulfillment of the Requirements of  
Undergraduate Degree**



**ROSITA MARTIN**

**Reg. Number: 14121310350**

**ENGLISH LANGUAGE TEACHING DEPARTMENT  
TARBIYAH AND TEACHER TRAINING FACULTY  
SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON  
2016**



## ABSTRACT

Rosita Martin. 14121310350. *Exploring Teaching Writing Class in the 2013 Curriculum: A Case Study at Salman Senior High School.*

This research aims to explore the teaching writing in the 2013 curriculum in Senior High School of Salman. The students of universities will be never able to avoid themselves from the writing skill. Hence, writing skill is the number one ability that the students must master most. Bailey (2006, 01) also says that essays or other written assignments are used in most academic courses in English-medium colleges and universities to grade students' performance. No wonder, writing is compulsory skill for all students, because it is the main way for the educators to measure the study successfulness of the students. Since the writing skill is very important, so this research must be conducted.

This study is intended to: 1) explore how the teacher teaches writing in the 2013 curriculum, 2) explore how the students implement the 2013 curriculum in writing class. Hence, this study conducted in Senior High School of Salman is the qualitative research because the goal of it is a depth of understanding (Ary, et al, 2010: 29). The data of this research are collected in form of documentation. It is because the data are from the lesson plan of the teacher that have been recorder. Then, this study also uses interviews and observation to strengthen the data. So, it utilizes the case study .

This study shows that the teacher uses various teaching writing focus in each meeting. In the first meeting, there are focus on language structure (6,2%), focus on the text function (56,2%), focus on the writing process (18,8%), and focus on content (18,8%). In the second and third meeting, there is only focus on the language structure (100%). In the fourth meeting, there are focus on language structure (11%), focus on the text function (66,5%), and focus on content (22,2%). In the fifth meeting, there are focus on language structure (36,4%), focus on the text function (54,5%), and focus on content (9,1%). Then, in the last meeting, there are focus on language structure (9,1%), focus on the text function (72,7%), focus on the writing process (9,1%), and focus on content (9,1%). In addition, the teacher and the students also face several difficulties in the step of questioning, associating, and communicating, while there are no big problems in the step of observation and collecting information.

**Key words:** teaching writing focus, 2013 Curriculum, the teacher, the students



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## RATIFICATION

This thesis which entitled "**EXPLORING TEACHING WRITING IN THE 2013 CURRICULUM: A CASE STUDY AT SALMAN SENIOR HIGH SCHOOL**" written by Rosita Martin student number 1412310350 has been examined on 4th Agust 2016. It has been accepted by the board examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Departmrnt at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

The Head  
 of English Language Teaching Department  
**Lala Bumela, M.Pd**  
 NIP. 19821231 201101 1 011

Date

Signature

15-08-2016

The Secretary  
 of English Language Teaching Department  
**Sumadi, SS, M.Hum**  
 NIP. 19701005 200003 1 002

15-08-2016

Examiner 1  
**Farouk Imam Arrasyid, M.Pd.I.,M.Pd**  
 NIP. 19830420 200901 1009

25-08-2016

Examiner 2  
**Dr. Tedi Rohadi, M.Pd, S.E, Dipl. TEFL**  
 NIP. 19680309 200801 1 017

25-08-2016

Supervisor 1  
**Dr. Muslihudin, M.Ag**  
 NIP. 19700116 200312 1 001

15-08-2016

Supervisor 2  
**Sumadi, SS, M.Hum**  
 NIP. 19701005 200003 1 002

15-08-2016

Acknowledged by the Dean of *Tarbiyah* and Teacher Training Faculty  
*Syekh Nurjati* State Islamic Institute Cirebon



**Dr. Ilman Nafi'a, M.Ag.**  
 NIP. 19721220 199803 1 004





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

## TABLE OF CONTENT

TITLE.....	i
ABSTRACT .....	ii
APPROVAL.....	iii
OFFICIAL NOTE .....	iv
LETTER OF AUTHENTICITY .....	v
RATIFICATION.....	vi
AUTOBIOGRAPHY .....	vii
PREFACE .....	ix
ACKNOWLEDGEMENT .....	x
TABLE OF CONTENT .....	xi
LIST OF CHART.....	xvi
LIST OF APPENDICES .....	xvii
 CHAPTER I INTRODUCTION	
1.1 Research Background.....	1
1.2 Focus of Study.....	4
1.3 Research Formulation .....	5
1.4 Aims of Research .....	6
1.5 Significance of Research.....	6
1.6 Previous Study .....	6
1.7 Frame of Thought.....	9
1.7.1 Types of Writing Performance .....	9
1.7.1.1 Imitative .....	9
1.7.1.2 Intensive .....	9
1.7.1.3 Responsive .....	10
1.7.1.4 Extensive .....	10
1.7.2 Micro- and Macro-Skills of Writing.....	10
1.7.2.1 Micro-skills .....	10
1.7.2.2 Macro-Skills .....	11
1.7.3 Writing and Teaching Writing.....	12



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

1.7.3.1 Focus on Language Structure .....	13
1.7.3.2 Focus on the Text Function .....	14
1.7.3.3 Focus on Creative Expression .....	14
1.7.3.4 Focus on the Writing Process .....	14
1.7.3.5 Focus on Content .....	15
1.7.3.6 Focus on Genre .....	15
1.7.4 Text Oriented Research and Teaching .....	16
1.7.4.1 Texts as objects .....	16
1.7.4.2 Texts as Discourse .....	16
1.7.5 Writer Oriented Research and Teaching .....	17
1.7.5.1 Writing as Personal Expression .....	17
1.7.5.2 Writing as a Cognitive Process .....	17
1.7.5.3 Writing as a Situated Act .....	17
1.7.6 Reader Oriented Research and Teaching .....	18
1.7.6.1 Writing as Social Interaction .....	18
1.7.6.2 Writing as Social Construction .....	18
1.7.6.3 Writing as Power and Ideology .....	19
1.7.7 Defining Curriculum and 2013 Curriculum .....	19
1.7.8 Language Curriculum .....	20
1.7.9 Scientific Approach in the Curriculum of 2013 .....	21
1.8 Research Method .....	21
1.8.1 Research Setting .....	21
1.8.2 Participants .....	22
1.8.3 Research Design .....	22
1.9 Research System .....	23
1.9.1 Step of the Research .....	23
1.9.2 Techniques and Instruments of Collecting Data .....	23
1.9.2.1 Documentation .....	23
1.9.2.2 Interview .....	24
1.9.2.3 Observation .....	24
1.9.3 Data Analysis .....	24



## CHAPTER II THE TEACHING WRITING IMPLEMENTATION OF THE TEACHER IN THE 2013 CURRICULUM

2.1 Introductory Remarks.....	26
2.2 The Students in the Step of Observing.....	27
2.3 The Students in the Step of Questioning.....	28
2.4 The Students in the Step of Collecting Information .....	28
2.5 The Students in the Step of Associating .....	29
2.6 The Students in the Step of Communicating.....	30

## CHAPTER III THE STUDENTS' IMPLEMENTATION OF THE 2013 CURRICULUM IN WRITING CLASS

3.1 Introductory Remarks.....	32
3.2 Focus of Teaching Writing Based on Hyland's Theory in the First Meeting .....	34
3.3 Focus of Teaching Writing Based on Hyland's Theory in the Second Meeting.....	39
3.4 Focus of Teaching Writing Based on Hyland's Theory in the Third Meeting.....	42
3.5 Focus of Teaching Writing Based on Hyland's Theory in the Fourth Meeting.....	44
3.6 Focus of Teaching Writing Based on Hyland's Theory in the Fifth Meeting.....	49
3.7 Focus of Teaching Writing Based on Hyland's Theory in the Sixth Meeting .....	53
3.8 Focus of Teaching Writing on Hyland's Theory in Whole Semester Based on the Syllabus .....	58

## CHAPTER IV CONCLUSION

5.1 Conclusion.....	62
5.2 Recommendation.....	64

## REFERENCES

## APPENDICES

## CHAPTER I INTRODUCTION

This chapter consists of some subtopics, for example, the research background, focus of study that focuses on how the teacher implement the 2013 curriculum in writing class and the students' writing competence after that implementation, the aims of the research, significance of research either theoretically or practically, previous studies, frame of thought, research method and research system.

### 1.1 Research Background

This research aims to explore the teaching writing in the 2013 curriculum in Senior High School of Salman. The students of universities will be never able to avoid themselves from the writing skill. Hence, writing skill is the number one ability that the students must master most. Bailey (2006, 01) also says that essays or other written assignments are used in most academic courses in English-medium colleges and universities to grade students' performance. No wonder, writing is compulsory skill for all students, because it is the main way for the educators to measure the study successfulness of the students. Bailey (2006, 03) strengthens the importance of writing among the students, he says that the production of written tasks are the way to assess the students in most university and college. Then, according to Hyland (2009, 85) children's intellectual, social and emotional development can be taken through writing and writing also is crucial in learning, because it plays a critical role in students' learning. Hence, this is the sign that writing ability is a mandatory skill for the human beings, especially for the students and even for all people in all ages. Then, since the writing skill is very important, so this research must be conducted. The reason for it is because this research will reveal two things that are how the students and teacher implement the 2013 curriculum recently recognized as the widely used curriculum in Indonesia in writing class and how the teacher teaches writing in the 2013 curriculum.





Furthermore, the area of writing is very interesting to be the field in certain research. It is because it is very researchable. Hyland (2009:01) says also that writing is surely still the core topic in applied linguistic because it is a debatable intellectual research. Therefore, writing is always interesting to be revealed more and these become the reason why this present study must be conducted in order to enrich the area of writing, especially in term of the teaching writing implementation in the 2013 curriculum.

According to Moss (2007, 01) the improvement of students' literacy is the goal that many schools in big countries, such as UK, USA, Canada, and Australia schools, want to achieve. Indeed, the other reason why this research must be conducted is because teaching writing is the way done by the teachers or educators to improve the quality of the students' literacy. It is as what have been stated by Krashen (1984) that a good writer or writers are those that often read books and have a lot of reading material. So, it can be concluded that reading and having a lot of material to read is the way to be a good writer. That is why this research is very important to be conducted because it tries to reveal how the students and teacher implement the 2013 curriculum in writing class and how the writing skill is taught by the teacher through the curriculum of 2013.

This research deals with the curriculum of 2013. The reason why this research decides to deal with this curriculum is because the 2013 curriculum is now widely used in the education of Indonesia. Gultom (2014, iii) points out that in 2014 the curriculum of 2013 is used in all schools. This becomes the phenomenon in the education world in Indonesia, especially in the side of the teachers and students because the governments of Indonesia formalize this curriculum with their arguments that it has many good points to improve the education in Indonesia. This is as the statement translated from what have been stated by Gultom (2014, iii) below that:

The main point of the curriculum of 2013 is the perfecting of mindset, reinforcing the management of the curriculum, intensifying and extending the material, reinforcing the studying processes, and adapting the burden of study in order to guarantee the applicability between what is wanted with what is produced. The development of the curriculum of 2013 becomes very important conforming to the continuity of the





development of the science, technology, art, and other development in the area of local, national, regional, and international in the future. Therefore, the implementation of 2013 curriculum is the strategic step in facing the globalization and the demand of the Indonesian society in the future.

Unfortunately, the society are still not sure enough that the curriculum of 2013 is effective to encourage the students to be what is planned. The reason for that is because the teachers or educators themselves still think that the 2013 curriculum is confusing and difficult to be applied in the learning process even though the government have already provided the solution to avoid the confusion and misunderstanding regarding this curriculum by providing the training. This is as what have been said by Gultom (2014, iii) and Rosyidi (2014, iv) that all of the teacher and the headmaster, and also the supervisor are given the training regarding the implementation of 2013 curriculum that is started in 2013 and continued in 2014, and 2015 for all lessons. In this case, that is why this research is really important because it can open up how the students and teacher implement the 2013 curriculum in writing class and how the teacher teaches writing in the 2013 curriculum.

The area of writing were researched by several researchers before. The study of Pahlevi (2014), Intansari (2013), and Faridah (2014) are some of many people who investigate the teaching writing and implementation 2013 curriculum. Hence, this present study will enrich the findings in the area of writing, especially in Indonesia. It is because this present study attempts to reveal how the curriculum of 2013 is utilized in the writing class and how the teacher teaches writing in the 2013 curriculum which has not been researched by the previous researchers.

Then, this present study is conducted in one of the senior high schools in Cirebon. That school is *Madrasah Aliyah Terpadu Salman*. This school is the international standard school which was established by the *Darussalam* Foundation in 2008. The concept of this school is the concept of the modern Islamic school that synergizes the religion education with the science education and *tahfidz Al-Qur'an* under the *Darussalam* Foundation which has the alumni of *Gontor* and *ITB (Institut Teknologi Bandung)* as the members. The finish line of all of this is that the Salman school want to create the great students who have the



strong belief, independence, and good behaviour. In addition, The senior high school of Salman is one of the schools in Cirebon that uses the curriculum of 2013 and also the curriculum of PMDG (*Pondok Modern Darussalam gontor*), especially in the English lesson. Therefore, the senior high school of Salman is really different and it must be underlined that this school has the special characteristic which makes it different with the other school. All of these hopefully can support this research to be the beneficial and interesting research which means all of these are the background and reasons why this research is conducted in this school.

In addition, to explore the teaching writing in the 2013 curriculum in Senior High School of Salman this present study will deal with the unstructured interview, observation, and documentation as the methods to collect the data from one of the English teacher in this school as the respondent. The explanation above describes that this research attempts to employ the qualitative methodology. So, hopefully, this research can assist the education world in Indonesia to act well in the classroom in order to improve all of the students in the aspect of writing and reveal to the public how the teacher and students implement the learning writing in the curriculum of 2013.

## 1.2 Focus of Study

The first focus of this research is to explore how the students and teacher implement the 2013 curriculum in writing class. The curriculum of 2013 which uses the scientific approach focused on five important aspects: observe, ask, try, reasoning and communication, is recognized by the society as the complicated curriculum. No wonder there are many hesitancy found in the society about the implementation of curriculum of 2013 in language teaching, especially in teaching writing. The most important hesitancy of the society comes from the teachers' understanding of the implementation of this curriculum itself which is still lack. Then, the 2013 curriculum probably is not better than the previous curriculum. Therefore, through this research, the researcher hopefully can reveal how the curriculum of 2013 is utilized in the writing class.



The second focus of this research is to reveal how the teacher teaches writing in the 2013 curriculum. According to Hyland (2003, 03) “writing is seen as a product constructed from the writer’s command of grammatical and lexical knowledge”. It means the ability of writing is not really simple because it needs many requirements. Hyland (2003, 02) also says that writing is a complex reality, but this complexity can be little bit reduced by the teacher as the one who is in charge in the classroom to assist the students and solve the problem faced by them. It is as what have been stated by Bruce (2008, 01) that the major focus of many teachers’ work is on assisting the students to face the language requirements, especially the writing ability. It is strengthened by Hyland (2003, 03) who says that “writing development is considered to be the result of imitating and manipulating models provided by the teacher” which means how good the writing skill of the students really depends on how good the teachers to teach it. Indeed, the writing skill is very important but difficult for the students, so that, the second focus of this study is to show to the readers the teaching writing done by the teacher in order they can know how to do to make it better.

Both focuses of study are the reason why this research is different with the study conducted before. This research will not only focus on one of from the two things that are the implementation of the curriculum of 2013 in a whole and teaching writing practices based on 2013 curriculum in Senior High School Salman, but focuses on both how the students and the teacher implement the 2013 curriculum in writing class and how the teacher teaches writing in the 2013 curriculum. In addition, this research only focuses on the first grade of Senior High School of Salman.

### 1.3 Research Formulation

The areas of investigation will be formulated in the following research questions:

1. How does the teacher teach writing in the 2013 curriculum?
2. What focuses are emphasized by the teacher in teaching writing?



### 1.4 Aims of Research

The aims of this research are to investigate how the teachers explore teaching writing based on 2013 curriculum. There are two aims of the research which will be reached in this research. The aims are mentioned below:

1. To explore how the teacher teach writing in the 2013 curriculum?
2. To explore how the focuses are emphasized by the teacher in teaching writing.

### 1.5 Significance of Research

Every study has the same purpose academically. That purpose is that every study must be useful and beneficial for spreading the knowledge to other people whether who want to continue researching the similar area or who only want to add the knowledge about the world of teaching and learning English. This present study no wonder has two significants of research. Those are theoretically and practically. First, theoretically, the result of this study could be used as reference for further researchers who will conduct the research in the same theme. This research also should provide the clear ideas on how the teacher explores her or his teaching writing through 2013 curriculum. Secondly, practically, the research is hoped to be useful for the researcher to deepen the knowledge in perceiving teaching writing practices especially based on 2013 curriculum. This investigation also is beneficial for teachers to teach writing with the good ways that adjust 2013 curriculum. Then, this study will be valuable for prospective teacher in the future that interested in teaching writing skills.

### 1.6 Previous study

According to Fraenkel, Wallen, and Hyun (2012, 620) the previous study is used to emphasize that the researcher of certain research really familiar with the studies in their area and to understand their study which will be researched next. Hence, before conducting the research, the researcher provides some previous studies to avoid the repetition studies, to know the position of this research, and to strengthen to the readers that the researcher is familiar with this area. There are many researches had been conducted before, especially those which were about teacher's strategy in implementing English curriculum. However, the previous





studies have been failed to investigate how teaching writing practices was done correctly by the teacher through the curriculum of 2013 and how the students develop their writing skill related to 2013 curriculum. This subtopic hence aims to explain three of many studies that are recognized as the most suitable and helpful studies for this present study. Those studies are in the area of teaching writing practices, such as, Pahlevi (2014), Intansari (2013), Faridah (2014) who are some of many people who investigate the teaching writing and implementation of 2013 curriculum.

The first is the research conducted by Pahlevi (2014). He researched the English teacher in applying the scientific approach in teaching descriptive writing and his research also revealed the fact that is about how the students' responses towards that teaching descriptive writing. This study also conducted to examine the teachers' implementation towards the scientific approach in descriptive text learning through the curriculum of 2013. This study then chose the teacher and students in certain senior high school as the subject in the research. The result of this study revealed that the teacher had implemented five kinds of learning phases of the scientific approach in two meetings. Those five learning phases were the phase of observing, questioning, collecting information or exploring, associating, and communicating. Unfortunately, the activities conducted by the teacher in the phase of questioning and associating were not really effective since the curiosity of the students to question were insufficient in the questioning phase and the teacher also left analyzing or comparing the obtained information in the phase of associating. Meanwhile, the responses of the students to the implementation of scientific approach were informative enough. The proof for that was that the interview data and observation showed the students' responses reflected what they felt while having the implementation of learning phase. The responses of the students were effective in the three rest of learning phases, namely the phase of observing, collecting information or exploring, and communicating. Differently, responses of the students towards the phase of questioning and associating revealed that they could not learn well since the teacher had a less creativity in those phases. Finally, the research through the findings of the research suggested the teacher to be more creative in the questioning phase as well as he also should



guide the students to analyze and compare the model text with other examples of text-type in the phase of associating.

The next is Intansari (2013) that conducted the research differently. If Pahlevi (2014) researched the English teacher who implemented the scientific approach in teaching descriptive writing based on 2013 curriculum, Intansari (2013) differently conducted the researched regarding the teachers' personal theories (beliefs) or teachers' strategy regarding English teaching and learning in implementation of the English curriculum. This study concerned on the implementation of the curriculum in the English teaching and learning daily process and also there are gaps found in this reserch between the mandated curriculum as stipulated by the government and the implemented curriculum at the classroom level. There are forty-two English teachers of fifteen Senior High Schools who involved in the study of Intansari (2013). This cross-sectional survey study utilized data gained from an open-ended questionnaire. The result of data in this study that the teachers believed in the curriculum and lesson plans were the most important guidelines that they mainly consulted in determining their daily teaching, learning activities including in deciding the exercises and evaluation.

The third is the study of Faridah (2014) that researched the readiness of teacher in the implementation of the curriculum of 2013. The issue of readiness of teachers as the key of success in implementation through the curriculum of 2013 became the main problem that must be adressed when someone entered new academic school in 2014/2015. Even though the government have provided several preparation programs, but there are still some difficulties faced by everyone. Therefore, not all teachers or educators have the sufficient competence and ability to apply the curriculum of 2013. Kemdikbud also has set the curriculums' implementation in 2013 for the prospective teacher trainees who will implement the curriculum (teacher target). The expected result from 2013 curriculum implementation those are by means of clamp down on and carry out curriculums' evaluation continuously so national educations' objective admissible.



These previous studies have shown the importance of teacher strategy in implementing 2013 curriculum in teaching learning writing. However, the students have the ability to produce the hand write, they need to have a good role model of the teacher in order to develop students' writing skill. The previous studies perhaps do not directly investigate how teaching writing is flow excellently between learners and teachers based on 2013 curriculum in secondary level which focus on preparing prospective teacher in the future.

This study seeks to place itself in qualitative research which explores teaching writing practices in teaching practical. The processes of qualitative research are through observation and interview. This research differs from previous studies above in focusing the object of the research. The majority of this research is to explore on how teaching writing practices based on 2013 curriculum. Therefore this research would explore on how the teacher perceives writing practice as the part of language skill.

## **1.7 Frame of Thought**

### **1.7.1 Types of Writing Performance**

According to Brown (2003, 220) the written performance consists of four categories. The explanations below adopted from Brown (2003, 220) contain all of them:

#### **1.7.1.1 Imitative**

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to percieve phonem-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

#### **1.7.1.2 Intensive (Controlled)**

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most



assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

### 1.7.1.3 Responsive

Here, assessment tasks require learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, shorts reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of written text. Form-focused attention is mostly at the discourse level with a strong emphasis on context and meaning.

### 1.7.1.4 Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essays, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to supports or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of draft.

## 1.7.2 Micro- and Macro-Skills of Writing

### 1.7.2.1 Micro-skills

There are several points that can be defined as the micro-skills of writing. The points below which are adopted from Brown (2003, 221) mentions those micro-skills of writing:

- a. Produce graphemes and orthographic patterns of English.
- b. Produce writing at an efficient rate of speed to suit the purpose.





- c. Produce and acceptable core of words and use appropriate words order patterns.
- d. Use acceptable grammatical systems (e.g, tense, agreement, pluralization), patterns, and rules.
- e. Express a particular meaning in different grammatical forms.
- f. Use cohesive devices in written discourse.

### 1.7.2.2 Macro-Skills

There are several points that can be defined as the macro-skills of writing. The points below which are adopted from Brown (2003, 221) mentions those macro-skills of writing:

- a. Use the rhetorical forms and conventions of written discourse.
- b. Appropriately accomplish the communicative functions of written texts according to form and purpose.
- c. Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- d. Distinguish between literal and implied meanings when writing.
- e. Correctly convey culturally specific references in the context of the written text.
- f. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases, synonyms, soliciting peer, instructor feedback, and using feedback for revising and editing.



### 1.7.3 Writing and Teaching Writing

Teaching is not an easy activity. According to Richard (2001, 218) teaching consists of many activities, such as monitoring, observation, identification and resolution of problems, shared planning, documentation and sharing of good practices. Beside those technical obligation in the teaching activity, there are other things that the teacher must notice. Those are like what Bhatt (2002, 03) who says that the teacher must be fair to all students and able to motivate the students. It is because the students have very different personalities (Jill Hadfield, Charles Hadfield 2008: 155). This research then focus on the teaching writing.

Teaching writing is actually informing the students that writing is not simple, but it contains many things. According to Hyland (2009, 07) teaching writing focuses in turn on theories that are mainly concerned with texts, with writers and with readers. That is why teaching writing is different with other teaching activity. There are four principles that the teachers need to understand in teaching writing (Nation, 2008: 93). Those are Meaning-focused Input in which learners should bring experience and knowledge to their writing, Meaning-focused Output in which learners should do lots of writing and lots of different kinds of writing, Language-focused Learning in which learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Chapter 8 focuses on the writing process, and Fluency Development in which learners should increase their writing speed so that they can write very simple material at a reasonable speed.

According to Hyland (2009, 02) "writing is central to our personal experience and social identities, and we are often evaluated by our control of it". No wonder the duty of the teachers who are required to teach writing to the students is really hard because there are many things they have to do to make the students able to write. It is also as what Hyland (2003, 01) says that "As EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses". The teachers need to focus really well in the learning process and according to Hyland (2003, 02) there are seven different focuses that the teachers have to concern when they teach writing. Those are language



language structures, text functions, themes or topics, creative expression, composing processes, content, genre and contexts of writing. Then, the next point will explain those seven focuses and the explanation is adopted from Hyland (2003).

### 1.7.3.1 Focus on Language Structure

According to Hyland (2003, 03) what the teacher needs to do to focus on the language structure is using a text to teach certain grammar and vocabulary. Hyland then also points out one theory regarding how the teacher focuses on the language structure, the theory is:

One way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules. Conceptualizing L2 writing in this way directs attention to writing as a product and encourages a focus on formal text units or grammatical features of texts. In this view, learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Therefore, the grammatical structure and the number of vocabulary are what the teacher touches in this focus.

### 1.7.3.2 Focus on the Text Function

According to Hyland (2003, 06) what the teacher needs to do to focus on the text function is helping the learners to write the effective paragraphs through the usage of topic sentences, supporting sentences, and transitions. Hyland then also points out one theory regarding how the teacher focuses on the text function, the theory is:

While L2 students obviously need an understanding of appropriate grammar and vocabulary when learning to write in English, writing is obviously not only these things. If language structures are to be part of a writing course, then we need principled reasons for choosing which patterns to teach and how they can be used effectively. An important principle here is to relate structures to meanings, making language use a criteria for teaching materials. This introduces the idea that particular language forms perform certain communicative functions and that students can be taught the functions most relevant to their needs. Functions are the means for achieving the ends (or purposes) of writing. This orientation is sometimes labeled “currenttraditional rhetoric” or



simply a “functional approach” and is influential where L2 students are being prepared for academic writing at college or university.

Therefore, in this focus the students indeed will focus on how the learners “reordering sentences in scrambled paragraphs, selecting appropriate sentences to complete gapped paragraphs and write paragraphs from provided information” (Hyland, 2003: 06).

### 1.7.3.3 Focus on Creative Expression

According to Hyland (2003, 08) what the teacher needs to do to focus on the creative expression is “fostering L2 students’ expressive abilities, encouraging them to find their own voices to produce writing that is fresh and spontaneous”. Hyland then also points out one theory regarding how the teacher focuses on the creative expression, the theory is:

Writing is learned, not taught, so writing instruction is nondirective and personal. Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Teachers see their role as simply to provide students with the space to make their own meanings within a positive and cooperative environment. Because writing is a developmental process, they try to avoid imposing their views, offering models, or suggesting responses to topics beforehand. Instead, they seek to stimulate the writer’s ideas through prewriting tasks, such as journal writing and parallel texts.

Therefore, in this focus the students as the writers indeed will focus to “explore their beliefs, engage with the ideas of others, and connect with readers” (Hyland, 2003: 09).

### 1.7.3.4 Focus on the Writing Process

According to Hyland (2003, 10) what the teacher needs to do to focus on the writing process is “emphasizing the students or writer as an independent producer of texts”. Hyland (2003, 11) then also points out one theory regarding how the teacher focuses on the writing process, the theory is:

Probably the model of writing processes most widely accepted by L2 writing teachers is the original planning-writing-reviewing framework established by Flower and Hayes (Flower, 1989; Flower and Hayes, 1981). This sees writing as a “non-linear, exploratory, and generative





process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel, 1983: 165).

Therefore, the students in this focus will be taught by the teacher to improve their metacognitive awareness of their processes defined as their ability to reflect on the strategies they use when they write (Hyland, 2003: 12).

#### 1.7.3.5 Focus on Content

According to Hyland (2003, 14) what the teacher needs to do to focus on the content is using the topics that the students themselves want and like to invite them to write. Hyland (2003, 11) then also points out one theory regarding how the teacher focuses on the creative expression, the theory is:

Teachers may need to help learners acquire the appropriate cognitive schema (pl. schemata) or knowledge of topics and vocabulary they will need to create an effective text. Schema development exercises usually include reading for ideas in parallel texts, reacting to photographs, and various brainstorming tasks to generate ideas for writing and organizing texts.

Therefore, the students in this focus will get much content that surely can decrease the obstacles in generating and organizing material and later on they will be able to collaborate in collecting and sharing information as a basis for composing (Hyland, 2003: 15).

#### 1.7.3.6 Focus on Genre

According to Hyland (2003, 18) what the teacher needs to do to focus on the genre is encouraging the student to have” certain goals and intentions, certain relationships to his or her readers, and certain information to convey, and the forms of a text are resources used to accomplish these. Hyland (2003, 18) then also points out one theory regarding how the teacher focuses on the creative expression, the theory is:

Teachers who take a genre orientation to writing instruction look beyond subject content, composing processes and textual forms to see writing as attempts to communicate with readers. They are concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose. The central belief here is that we don’t just write, we write something to achieve some purpose: it is a way of getting something done. To get things done, to tell a story, request an overdraft, craft a love letter, describe a technical process and so on, we follow certain social conventions for organizing messages because we want our readers to recognize our purpose.



Therefore, the students in this focus will focus on the communication goals. According to Hyland (2003, 20) also “writing instruction begins with the purposes for communicating, then moves to the stages of a text which can express these purposes.

#### 1.7.4 Text Oriented Research and Teaching

According to Hyland (2009, 07) there are three approaches for researching and teaching writing and text oriented is one of the three. The text oriented then consists of two broad approaches; text as objects and texts as discourse (Hyland, 2009: 08).

##### 1.7.4.1 Texts as objects

Based on the Transformational Grammar of Noam Chomsky, texts as the object that can be analysed and described independently of a particular contexts, writers, or readers contain a structure, orderly arrangements of words, clauses, sentences, and grammatical rules functioned to encode a full semantic representation of their intended meanings (Hyland, 2009: 08). Indeed, the text is written by the authors with the purpose which is transferring their meaning to the readers. It is because the text is the way conducted by the authors to communicate their ideas to others and in this case the others are the readers. It means the communication will be failed to be carried if the texts are written without paying attention to the purpose and others elements. therefore Hyland (2009, 11) writing a successful texts needs to consider the appropriate purpose, audience, tone, formality, and so on.

##### 1.7.4.2 Texts as Discourse

According to Hyland (2009, 12) what the texts as discourse mean is that the text not only can be analysed independently of any real-life uses but also can be looked beyond surface structures. Indeed, the texts do not only contain the literal meaning but also contain the intended meaning. It is as what have been stated by Hyland (2009, 18) that texts are not only the isolated sentences but also the ways where language creates texts. Therefore, the writers need to pay attention to the language forms and also the purposes and contexts.



### 1.7.5 Writer Oriented Research and Teaching

This approach is one of the three approach mentioned in the previous point. There are three points in this approach. Those are writing as personal expression, writing as cognitive process, and writing as a situated act (Hyland, 2009).

#### 1.7.5.1 Writing as Personal Expression

In this point the writing is considered not only just as the right grammar and structure, but also as a creative activity because the writers need to find their own soul in creating their writing. According to Hyland (2009, 18-19) also writing is seen as a creative act of discovery conducted by the writers to find their own voices to write freshly and spontaneously. So, the teachers in the writing class should give the freedom to the students as the writers to write what they want to write in order to encourage them to find their creativity in writing. It is because “writing is learnt, not taught, and the teacher’s role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference” (Hyland, 2009: 19)

#### 1.7.5.2 Writing as a Cognitive Process

According to Hyland (2009, 20) “writers’ composing processes has been extended beyond notions of creativity and self expression to focus on the cognitive aspects of writing”. Indeed the notion of writing as a cognitive process is the development of the previous notion which is the writing as personal expression. Therefore, the techniques used in this writing is no longer the literary creativity but the theories of cognitive psychology and this writing is seen as the problem solving task that is “how writers approach a writing task as a problem and bring intellectual resources to solving it” (Hyland, 2009: 20).

#### 1.7.5.3 Writing as a Situated Act

If the notion of writing as personal expression develops into the notion of writing as cognitive process, the notion of writing as cognitive process itself then is replaced by the notion of writing as he situated act. According to Hyland (2009, 26) writing as a situated act which is “A third writer-oriented perspective goes some way to addressing the criticisms levelled at cognitive modelling by



giving greater emphasis to the actual *performance* of writing”. Therefore, Hyland again says:

Writing is a social act that can occur within particular situations. It is therefore influenced both by the personal attitudes and prior experiences that the writer brings to writing and the impact of the specific political and institutional contexts in which it takes place.

### 1.7.6 Reader Oriented Research and Teaching

This approach is the last from the three approach mentioned in the previous point. There are three points in this approach. Those are writing as social interaction, writing as social construction, and writing as power and ideology (Hyland, 2009).

#### 1.7.6.1 Writing as Social Interaction

According to Nystrand (1989, cited in Hyland, 2009: 30) “the success of any text is the writer’s ability to satisfy the rhetorical demands of readers: we have to embed our writing in a non-local discourse world”. Indeed, writing is used by the writers to interact with their readers. Therefore, the text will have a meaning if there is a “a unique configuration and interaction of what both reader and writer bring to the text” (Nystrand *et al.*, 1993: 299, cited in Hyland, 2009: 31)”. Nystrand (1989: 75, cited in Hyland, 2009: 30) says:

The process of writing is a matter of elaborating text in accord with what the writer can reasonably assume that the reader knows and expects, and the process of reading is a matter of predicting text in accord with what the reader assumes about the writer’s purpose.

#### 1.7.6.2 Writing as Social Construction

According to Hyland (2009, 33) what the writing as social construction mean is that the writers and the readers are the member of a community. It means the content of the writing depends on the community of its writers and the readers that is focused on by the writers. The reason for it is because “language is not just a means of self-expression then, it is how we construct and sustain reality, and we do this as members of communities, using the language of those communities” (Hyland, 2009: 34). Therefore, according to Hyland (2009, 34) also “writing is a social act, and to understand it fully we must go beyond the decisions of individual writers to explore the regular features of texts as the preferences of particular communities”.





### 1.7.6.3 Writing as Power and Ideology

The notion of writing as power and ideology is similar with the previous notion which is writing as social construction. According to Hyland (2009, 38) also the notion of writing as power and ideology also “emphasises the importance of social context to writing but stresses that the key dimension of context is the relations of power that exist in it and the ideologies that maintain these relations”. Therefore, this point relates with the critical discourse analysis (CDA) which centralizes the interests, values, and power relations in any institutional and sociohistorical context in the ways that people use language (Hyland, 2009: 38-39).

### 1.7.7 Defining Curriculum and 2013 Curriculum

Based on the constitution number 20 year 2003 about the National Education System, curriculum is the set of planning and regulation regarding the goal, content, material, and how to deliver the material as the guidance for the learning process in order to reach certain education goal. Based on that definition, there are two curriculum dimensions, the first is planning and regulations about the goal, content, and the material, meanwhile the second is the way that is used for the learning process. The 2013 curriculum itself has those two dimensions.

Based on the *Permendikbud No. 81 A tahun 2013 lampiran IV* the 2013 has several characteristics. Below are those characteristics that make 2013 curriculum is different with the previous curriculum.

- The content of the curriculum is the competence that is stated in form of *kompetensi inti (KI)* and *kompetensi dasar (KD)* which is more fundamental
- KI is the view which is more categorical about the competence in the aspect of behaviour, knowledge, cognitive and psicomotoric that must be learned by the students in the school, classroom, and lessons. KI is the quality that must be owned by the students in all classes through the KD learning that is based on the active students learning process.
- KD is the competence that is learned by the students for certain theme for elementary and kindergarden, and for the subject or lesson in certain class for junior high and senior high school.



- KI and KD in the junior high and senior high school concern on the aspect of behaviour and intellectual ability.
- KI becomes the organizing elements KD that is all KD and learning process are developed to reach the competence in the KI.
- KD is developed based on the acumulative principle, reinforced, and enriched each lesson.
- The syllabus is developed as the learning planning for one theme or one class and one subject or lesson. The syllabus contains all KD for the theme or lesson in that class.
- The lesson plan is developed from each KD that is for that class.

### 1.7.9 Language Curriculum

Language can be written or spoken. That is why the language curriculum must concern on that two points which means the course must contain the goals that concern on that two points. According to Richards (2001, 148) the course must be planned to contain grammar, functions, topics, skills, processes, and texts for the writing course, and also expressing opinions, opening and closing conversations, turn taking, and certain conversation topics for the speaking course. It is also in the same point with the theory from Nation and Macalister (2010, 71) that language, Ideas, Skills or Text (Discourse) are the goals of a language lesson and language lesson at least can concern on one of them. So language curriculum at least must concern on those points.

Those goal above must be underlined by the teacher. It is because the classroom depends on the teacher as the educators. According to Haynes (2007, 73) also the success of English language learners is affected by what teachers do or don't do in the classroom. Therefore the teacher must use the lesson plan in the curriculum as the guidance for teaching in the class because according to Jalongo, Rieg, and Helterbran (2007, 12) also "The typical lesson plan would portray the act of teaching as a linear sequence of events directed by the teacher and linked to prespecified objectives". Then, at the end of the lesson the teacher and the students will feel the result of their study whether it is good or not because according to Nation and Macalister (2007, 01) The outcome of course design will



be experienced by teachers and learners in the classroom because it is a practical activity.

### 1.7.9 Scientific Approach in the Curriculum of 2013

Based on the *Permendikbud No. 81 A tahun 2013 lampiran IV*, the learning process consists of five main processes. Those are:

- a. Observing (*mengamati*)
- b. Questioning (*Tanya Jawab*)
- c. Collecting Information (*mengumpulkan Informasi*)
- d. Associating (*Mengasosiasikan*)
- e. Communicating (*Mengkomunikasikan*)

The aims of this present study, as what has been explained before, is to explore how the teacher teaches writing in the 2013 curriculum and how the students implement the 2013 curriculum recently recognized as the widely used curriculum in Indonesia in writing class. So, hopefully the explanation in this frame of thought can be very helpful for this present study.

## 1.8 Research Method

### 1.8.1 Research Setting

This present study will be conducted in Senior High School of Salman. The first reason is because this school is the most appropriate place for this research. It is because as the introduction have already explained that this research deals with the implementation of the curriculum of 2013 and this school indeed applies this curriculum. So, the focused phenomenon occurs in this senior high school. Hopefully, It can ease this research.

Then, there are two other addition reasons why this senior high school is chosen for the research setting. Firstly, the concept of this school is the concept of the modern Islamic school that synergizes the religion education with the science education and *tahfidz Al-Qur'an* under the *Darussalam* Foundation which has the alumni of *Gontor* and *ITB (Institut Teknologi Bandung)* as the members. It indeed is the plus point that can not be found in the other school and it is also what the researcher hope as something that can make this research different from others. Secondly, this setting is expected as the place which has a lower



possibility for the obstacles to disturb. According to Fraenkel, et.al (2012, 617) also what the researcher must do and avoid the problems that can disturb the study are provided in the research proposal. Therefore, this research chooses this school.

The last reason why this school can be the research setting is in the aspect of time and budget. It is because according to Flick (2009, 106) also paying attention to how to enter to the research setting is a must in qualitative research. The researcher of this present study has the teaching practice program in the school which is near with this setting and she has also a relative in this chosen school which means the budget will be not much. No wonder, this place is considered as the helpful element for this research. According to Fraenkel, Wallen, and Hyun (2012, 624) also noticing the budget really well is one of the things researchers must think in order the study can run well. So, the long consideration has been used to choose this school.

### **1.8.2 Participants**

The participants in this research are the English teacher and the students in one of the tenth grade of Senior High School of Salman. There is of course the strong reason as the consideration behind the choosing of these participants. The main reason is because the English teacher who involve in this research is teaching the grade that uses the curriculum of 2013 that is the tenth grade. Therefore, all participants who involve in this study are expected to assist the study by giving the significant data.

### **1.8.3 Research Design**

This present study uses the qualitative methodology. According to Mackey and Gass (2005, 162) the statistical procedures are not used in the qualitative research. Therefore this research is of course the qualitative research because it describes the research in paragraph report in order to explain the data deeply. According to Ary, et al (2010, 29) also the goal of qualitative is a depth of understanding. This research also deals with a particular person that is the teacher and a group of people which means it uses the case study. According to Berg (2001: 225) also case study is “methods that involve systematically gathering enough information about a particular person, social setting, event, or group to permit





the researcher to effectively understand how it operates or functions”. Hopefully, the the choosing of those participants can bring a good result for this research.

## 1.9 Research System

### 1.9.1 Step of the Research

This mini research uses the steps of the research that are adapted from Fraenkel, Wallen, and Hyun (2012, 429-431). Here are the steps:

1. Identification of the phenomenon to be studied.
2. Identification of the participants in the study.
3. Data collection.
4. Data analysis.
5. Interpretations and conclusions.

### 1.9.2 Techniques and Instruments of Collecting Data

The success of the techniques and instruments used by the researcher depends on the researchers themselves. The reason for it is based on the theory of Ary, et al (2010, 421), the theory says that in data collection of the qualitative research the main instrument is the researchers themselves (Ary, et al., 2010: 421). However, this research still use several techniques, such as, documentation, interview, and observation because it uses the case study. According to Gillham (2000, 13) also the case study can use interview and written documents and according to Alwasilah (2015, 123) the observation is needed in the qualitative research. The addition technique is the test that function to measure the writing ability of the students before and after the teaching process

#### 1.9.2.1 Documentation

This research tries to reveal how the teacher teaches writing in the classroom that uses the curriculum of 2013. It means certain lesson plans and syllabus of the teacher will be analyzed and become the source of the data in this research. Since those texts have been recorded by the participants, the documentation is used in this research to collect the data. According to Mason (2002: 103) also the qualitative research can use the strategy of documentary sources.



### 1.9.2.2 Interview

This research also uses the interview. It is because surely the data is not enough if it is only collected from the documentation. According to Mackey and Gass (2005, 173-174) also the interview functions to give the further data if the first data can not complete what the research needs. The interview that is used in this research is the unstructured interview defined by Dawson (2007, 29) Mackey and Gass (2005, 173) as the interview that give the freedom to the participants to talk what they think and there is no list of question in this interview because the conversation between researcher and participants are developed by the researchers themselves. So, the researcher can ask all question needed to the participants.

### 1.9.2.3 Observation

This research uses also the observation. The reason for that is because this research attempts to focus on the behavior happened in the classroom, especially in teaching writing based on the curriculum of 2013. According to Fraenkel, et al (2012, 445) the function of observation is to understand how people act or how things look and also Ary, et al (2010, 216) says that “the purpose of direct observation is to determine the extent to which a particular behavior(s) is present”. No wonder, the observation is suitable to answer the first and second research formulation.

### 1.9.3 Data Analysis

According to Ary, et al (2010, 216) the qualitative research using the observation will produce a notes or narratives as the data. Indeed, this research uses not only the observation but also the interview that surely produces the oral data. These data is impossible to be used in this research if it is not in form of transcript. So, the data gathered from the interview and the observation will be changed into form of transcript and all will be explained more in the paragraph in each chapter. Meanwhile, the documentation is used to analyzed the lesson plan and syllabus of the teacher when teaching writing.

The object of this research was all participants along observation and interview. It means there will be so many conversation that will be done in the observation and interview sections. Therefore, the data must be coded in order to



ease the readers to understand this research because Mackey & Gass (2005, 222) says that it is necessary to code the data.

The codings are:

R : Researcher  
 S1 : Students one  
 ST1 : Statement One  
 S2 : Students Two  
 ST2 : Statement Two  
 S3 : Students Three  
 ST3 : Statement Three  
 O : Observation Section  
 I : Interview Section  
 T : Teacher

And so on until the last students in the classroom.

For example: O-S1-ST4= The forth statement of the first student.

Below is an example of analyzing data in this research:

<b>Learning Steps Based on the Curriculum of 2013</b>	<b>Learning Activity</b>	<b>Strategy of Teaching Writing Based on Hyland's Theory</b>
Collecting Information	Providing several topic sentences, supporting sentences, and transitions. Then, the students are assigned to develop those elements into a good paragraph. (Doing Experiment)	Focus on the text fuction



## References

- Alwasilah, A.C. (2015). *Pokoknya Studi Kasus: Pendekatan Kualitatif*. Bandung: Kiblat Buku Utama.
- Ary, D., and Jacobs, L. C., and Razavieh, A., and Sorensen, C. (2010). *Introduction to Research in Education*. 8th Edition. Belmont: Thomson Wadsworth.
- Bailey, S. (2006). *Academic Writing: A Handbook for International Students*. New York: Routledge.
- Bhatt, T.H. (1995). *Modern Methods of Teaching*. New Delhi: Kanishka Publisher.
- Brown, D. (2003). *Language Assessement principles and Classroom Practices*. California: Longman. Virginia: Association for Supervision and Curriculum Development
- Flick, U. (2009). *An Introduction to Qualitative Research fourth edition*. London: SAGE Publications Ltd.
- Fraenkel, J. R. and Wallen, N. E. and Hyun, H. H. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Gillham, B. (2000). *Case Study research Methods*. London: Continuum
- Greenbaum, S. Nelson, G. (2002). *An Introduction to English Grammar Second Edition*. London: Pearson Education Limited.
- Gultom, S. (2014). *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*. Jakarta: Badan Pengembangan Sumber Daya Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan Kementrian Pendidikan dan Kebudayaan.
- Hadfield, Jill, Hadfield, Charles. (2008). *Introduction to Teaching English*. New York: Cambridge University Press.
- Haynes, A. (2010). *The Complete Guide to Lesson Planning and Preparation*. New York: Continuum.
- Haynes, J. (2007). *Getting Started with English Language Learners: How Educators Can Meet the Challenge*.





- Hyland, K. (2003). *Second Language Writing*. UK: Cambridge University Press.
- Hyland, K. (2009). *Teaching and Researching Writing 2nd Edition*. United Kingdom: Pearson Education Limited
- Intansari, R (2013). Teachers' Strategy In Implementing English Curriculum In A Junior High School In
- Jalongo, M. R., and Rieg, S. A., and Helterbran, V. R. (2007). *Planning for Learning: Collaborative Approaches to Lesson Design and Review*. New York: Columbia University.
- Krashen, S. D. (1984). *Writing: Research, Theory, and Application*. New york: Pergamon Institute of English.
- Mackey, A., and Gass, S. M. (2005). *Second Language Research Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, Inc., Publishers.
- Mason, J. (2002). *Qualitative Researching Second Edition*. London: SAGE Publications.
- Moss, G. (2007). *Literacy and Gender: researching texts, contexts and readers*. USA and Canada: Routledge.
- Nation, I. S. P. and Macalister, J. (2010). *Language Curriculum Design*. New York: Routledge
- Nation, P. and Macalister, J. (2011). Introduction. In Macalister, j. Nation, I. S. P. (2011). (Ed). *Case Studies in Language Curriculum Design: Concept and Approaches in Action Around the World*. New York: Routledge
- Nation, I. S. P. (2008). *Teaching ESL/EFL Reading and Writing*. UK: Routledge
- Pahlevi, M. R. (2014): *The Implementation of Scientific Approach in Teaching Writing Based on the 2013 Curriculum*. Surabaya: Universitas Negeri Surabaya Press
- Richards, J. C. (1990). *The Language Teaching Matrix*. UK: Cambridge University Press.



Richards, J. C. (2001). *Curriculum Development in Language Teaching*. UK: Cambridge University Press.

Richards, Jack C. 2001. *Curriculum Development in Language Teaching*. New York: Cambridge University Press.

Rosyidi, U. (2014). *Materi Pelatihan Guru Implementasi Kurikulum 2013 Tahun 2014: Mata Pelajaran Bahasa Inggris SMA/SMK*. Jakarta: Badan Pengembangan Sumber Daya Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan.

Savage, K. L., and Bitterlin, G., and Price, D. (2010). *Grammar Matters: Teaching Grammar in Adult ESL Programs*. New York: Cambridge University Press.

Woodward, T. (2001). *Planning lessons and courses: Designing Sequences of Work for the Language Classroom*. UK: Cambridge University Press.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.