THE INVESTIGATION OF THE TEACHING
OF WRITING AT THE TENTH GRADE OF SENIOR HIGH SCHOOL
(SMAN) 1 AIKMEL IN EAST LOMBOK

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ABSTRACT

The study aimed at investigating the quality of the teaching of writing at the tenth grade of Senior High School (SMAN) 1 Aikmel with regard to the implementation of School- Based Curriculum (SBC) in year 2012 / 2013.This research used Context, Input, Process and Product (CIPP) model from Stufflebeam (1986). Context variable is limited only to vision and mission about learning to write, purpose of learning to write and educational policy related to writing. Input is taken as supporting point of the teaching program concerning with teachers'qualification,s tudents'prior knowledge, learning facilities, learning resources , curriculum (SBC) and teacher's administration. Process variable includes the teaching and learning process of writing. Product / output is limited to two aspects, namely ; Students' Writing Competency and Students' perceiption about the teaching and learning of writing. There were 22 participants used as the subjects of present study , those were 2 English teachers and 20 students of the tenth grade of Senior High School (SMAN) 1 Aikmel . The data were collected using questionaires and observation sheets, then analyzed using quantitative descriptive method. The result showed that ; Context variables were positive , while input, process and product variables were negative.

Keywords : The Quality of the teaching of Writing , School- Based Curriculum

INTRODUCTION

English – a purely foreign language in Indonesia is taught from elementary school up to University . Teaching English should encompass the teaching of four language skills, namely : listening, speaking, reading and writing. Writing is one of four the important language skills that should be taught at every level of teaching program in Indonesian schools. Some experts have stated that teaching writing skills can be helpful in developing the other language skills.

Sattayatham and Ratapinyowong (2008) argued that writing helps students learn in the following ways, such as writing reinforce the grammatical structures, idioms, and vocabulary taught to students. When students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned and to take risks. Then when they write, they necessarily become involved with the new language. As students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover real need to find the right word and the right sentence. Mason & Washington (1992, p. 31) argued that " to write is to do many things at once. " The relation of writing and aspects of language is reflected in the process of writing. Therefore, it is important to look at the

process of writing. In the process of exploring ideas, students may read books, articles, or talk to friend through which they actually practice their reading, listening, and speaking skills. As the writer can re-read the written work, he or she is in a position analogous to the listener in a conversation. This way the writer enter self-conversation. Writing incorporates and interpolates the result of reading and conversation. Writing relates to other language skills. In many ways, the skill involved is reading and writing essay are the same (Adams, 1990, p.14). The relation between reading and writing has also been confirmed by reasearch findings (See Eisterhold, 1991, pp. 88 – 101). It is obvious that writing as to be an inherent part of the teaching of English. Learning to write is useful not only for the sake of writing skills but also for improving the students English skills as a whole. Considering the importance of writing as the language skills stated above, this skill should be taught and learned in a similar way as to other language skills. The components of teaching and learning process in term of context of learning, learning input, learning Process and learning product should be taken into account when the teaching and learning of writing takes place. Context of learning refers to educational policy related to the teaching of writing, vision and mission of teaching writing and the purposes of teaching writing as stated in the curriculum . Learning input refers to the curriculum used for the teaching of writing, Teacher's qualification, Students' prior knowledge, Learning facilities and learning resources. Then, Learning process refer to the appropriate strategy used, Learning experience and model of assesment. At last, Learning product encompass writing competency attained by students, students and teachers' perception toward the teaching and learning of writing itself. Among those importance components of teaching and learning, curriculum play significant and central role in the implementation of class-room practices. A curriculum is the blue print of instructional process. A curriculum consists of the plan about what should be done during the instructional process (Subandijah,1993; 34). In this case, curriculum takes part as the guide for the teaching and learning .

A curriculum as an important means of achieving the goal in educational process has the characteristics of anticipatory and adaptive to the change and development of science and technology. Pratt in Subadijah (1993: 35) considers a curriculum is an organized set of formal educational and or training intentions. A curriculum itself consists of the objective, content, evaluation, media, sources of learning, and method of learning that should be understood since it is the blue-print of activities in its implementation.

School Based Curriculum (SBC) was developed according to its relevance to every group or educational unit under the coordination and supervision of the educational department or Regional Religious Department. The regional educational unit is for basic education, and the provincial educational unit is for intermediate education. Development of SBC take references on *Standar Isi (SI,)* or National Standard of Content and *Standar Kompetensi Lulusan (SKL)* or Graduate Standard Competency. SBC was also developed based on curriculum preparation guidelines that were released by the BSNP or *National Council of Educational Standard.* The developing of curriculum should consider school conditions as well as with coordination with the School committee. Development of SBC for special education is coordinated and supervised by provincial educational department based on *SI* and *SKL.* These are also based on the Regulation of Ministry of National Education of the Republic of Indonesia No. 22 and 23 year 2006. Furthermore, in this study, the present writer tried to solve the problems by using CIPP theory those were conducted to describe the teaching of writing with regard to the implementation of School Based Curriculum (SBC). The Context variable was concerned with Vision and Mission about learning to write, purpose of learning to write and educational policy related to learning to write. The Input variable was concerned with the support

things needed by teachers in implementing process of teaching and learning writing, such as: teacher's qualification, facilities, and curriculum. The Process variable focused on conducting the teaching-learning process. And the last variable was Product. This is concerned with the results of whether writing competency attained and perception of teachers and students on the teaching of writing.

This School-Based Curriculum was initially launched in 2006. It was based on the regulation of Ministry of National Education of Republic of Indonesia No.22 and 23 year 2006.

This School Based – Curriculum also still focuses on the expected competencies of the students after they have completed the course. However, the school were given freedom to adopt, adapt, and develop the mandated competencies on the basis of students' potentiality and the need of each school.

The first objectives of this curriculum states that the students are expected to be able to develop communicative competencies in form of oral and written language in order to achieve *informational literacy* (*Content Standard* 2006 p.309). The objective of writing of the first semester of the first year in School Based Curriculum (*Curriculum Centre,* 2003, p.3011) is writing competency require students to attain such competency as : expressing meaning in short functional written text and short essay text in form of recount, narrative and procedure in the context of daily lives (Standard Competency), whereas (Basic Competency) require students to : 1. express meaning in short functional written text (Announcement, Advertisement and invitation) fluently, accurately and acceptably in the context of daily lives, 2. express meaning and steps of rhetorics in the form of Recount, Narrative and Procedures written text fluently, accurately and acceptably in the context of daily lives.

This curriculum obviously indicates that writing receive bigger attention but it need to be segmented by the teacher into some indicators of specific learning

activities. The Standard of Competencies and Basic Competencies are stated clearly so that the teacher should be able to set up the objectives of teaching writing. Basic Competencies apparently can guide the teachers in deciding what writing activities they have to do in order to realize the basic competencies. Furthermore, This School-Based Curriculum (SBC) require the students to be able to write various types of texts. More importantly, writing activities are directed to writing for communication, not writing for exercise only. It also provides opportunities for teachers to help students to develop their writing.

In describing the quality of the teaching of writing with regard to the implementation of school-based curriculum the writer used the model of evaluation from Stufflebeam (1983). He describes the CIPP model as the "context" in which an innovation occurs, the "inputs" of the innovation, the formative "processes" occurring, and the summative "products" or outcomes.
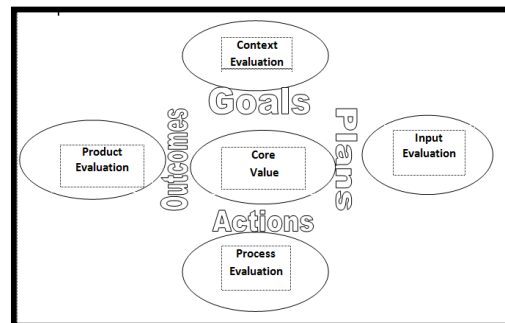

Figure above was adapted from Stufllebeam's CIPP Evaluation Model (1983).

The CIPP Model (Stufflebeam, 1983) focuses on the collection of four different types of data to assist in the decisions of organizational administrators. The components of evaluation include: context (C), input (I), process (P) and product (P).

The purpose of evaluation itself not only to prove but also to improve the program. Wadsworth (1993) further points out that, " This model was initially primarily intended as an inquiry approach for

guidance in service development and improvement. Then Stuffebeam (1983) developed an evaluation model comprehensibly. The evaluation is done from context, input, process and product. CIPP is an evaluation model, giving more emphasis on the program being evaluated.

This study was conducted to describe the quality of the teaching of writing at the tenth grade of Senior High School (SMAN 1) Aikmel with regard to the implementation of school based curriculum in terms of the quality of context, input, process, and product of the learning.

METHODS

The design of this study was descriptive-quantitative. This study involved 20 students and 2 English teacher conducting the teaching of writing at the tenth grade of Senior High School (SMAN 1) Aikmel in East Lombok. The data were collected by using questionnaire and observation sheet. The description of research's variable, data types, instruments and data sources can be seen in the following matrix :

Np	Variable	Indicators	Instruments	Types data	Source of data
1	Context of Learning	Vission and Mission about learning to write	Questionnaire	Quantitative	Teacher
		Purpose of learning to write	Questionnaire and Observation	Quantitative	Teacher
		Educational policy related to Writing	Questionnaire and Observation	Quantitative	Teacher and students
2	Learning input	Teachers' qualification	Observation	Quantitative	Document
		Students' prior knowledge	Observation	Quantitative	Document
		Learning Facilities	Questionnaire	Quantitative	Teacher
		Learning Resources	Questionnaire	Quantitative	Teacher
		Curriculum / Planning	Observation	Quantitative	Document
3	Learning Process	Teaching and Learning Process of Writing	Observation	Quantitative	Teacher
4	Learning Output / product	Writing Competency Perception of studens	Observation Questionnaire	Quantitative	Document Students

= 50, the deviation Standard = 10. T-score's

The score of each variables was determined by using T-score. The scale uses for the mean = 50, the deviation standard =10.T- score's scale can be found out by timing Z-Score with 10, and then plus 50 (Arikunto, 2006).T moves from 20 to 80 without minus. Then, the data of the questionnaires and the observation sheets were tabulated and the score of each instrument was put into the right categories to determine the criteria. In order to find out the score from each variable, it was calculated by using T-score. If $T > 50$ it means positive (+), if $T \leq 50$ it means negative (-).To know the final result of each variable, They were calculated by summing positive score (+) and negative score (-). If the sum of positive more than or equal to negative score, it means that the result is positive [$\sum score + < \sum - = +$], on the other hand, if the sum of positive score is less than negative score, it means that the result is negative [$\sum score + < \sum - = -$].

The data from context, input, process and product variable are analyzed by using Glickman Paradigm (2000). If all the data analysis show positive result (+) and in first (I) quadrant meaning that, "Good", and on the contrary if the result of data analysis negative (-) and in fourth (IV) quadrant, it means "not good". If the result of the data analysis, three of the variables are positive, and in the second (II) quadrant, it means that "Good Enough ".If the result of the data analysis two or one variable shows positive result and it is in the third (III) quadrant, it means " less Good." The following is described the prototype based on Glickman Paradigm (2000).
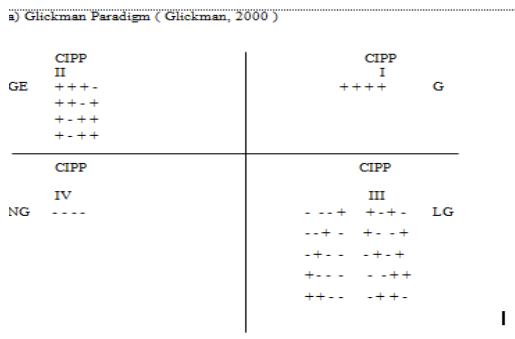
a) Glickman Paradigm (Glickman, 2000)

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        CIPP                    CIPP
         II                      I
GE      + + + -               + + + +      G
        + + - +
        + - + +
        + - + +

        CIPP                    CIPP
         IV                     III
NG      - - - -           - - - +   + - + -    LG
                         - - + -   + - - +
                         - + - -   - + - +
                         + - - -   - - + +
                         + + - -   - + + -
                                                    I
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Figure 3.1 Prototype of The Quality of the Teaching of Writing

Where :
G = Good,
GE = Good Enough,
LG = Less Good,
NG = Not Good

FINDINGS AND DISCUSSIONS

Data collected from this study were quantitative data as obtained from questionnaires and observation sheet. There are four variables, namely : context variable (X1), input variable (X2), Process variable (X3) and product Variable (X4). The findings from this research are presented below ;

First ,in term of *Context* , it was found that class X A , After transforming the findings into T-score, the result was 59.03. That was way, the result of data analysis from context variable was T > 50, it means positive (+). The result of data analysis of the input variable , after transforming them into T-score was 60.24. Therefore, the input variables was T > 50, It means positive (+). Then result of data analysis after transformed into T-score was 47.91. That was way, this variable was T ≤ 50 meaning that it is negative (+). At last based on the result of analyzing data from the product variable, It was found that T- score was 43.39 after transforming the findings. Therefore, the result of data analysis of the product variable was T ≤ 50, meaning that it was negative (-)**.** Based on Glickman Paradigm CIPP formula = (+ + - -), and it was in the III quadrant. It means that the quality of the teaching of writing in Class XA of (SMAN) 1 Aikmel in East Lombok was Less Good.

Second ,in term of *Context*, it was found that class X B , After transforming the findings into T-score, the result was 51.22. That was way, the result of data analysis from context variable was T > 50, it means positive (+). The result of data analysis of the input variable , after transforming them into T-score was 36.82. Therefore, the input variables was T ≤ 50, It means negative (-). Then result of data analysis for process variables after transformed into T-score was 36.78. That was way, this variable was T ≤ 50, meaning that it was negative (-). At last based on the result of analyzing data from the product variable , It was found that T-score was 64.52 after transforming the findings. Therefore, the result of data analysis of the product variable was T > 50, meaning that it was positive (+) Based on Glickman Paradigm CIPP Based on Glickman Paradigm CIPP formula = (+ - - +), and it was in the III quadrant. It means that the quality of the teaching of writing in Class XB of (SMAN) 1 Aikmel in East Lombok was Less Good.

Third ,in term of *Context* , it was found that class X C , After transforming the findings into T-score, the result was 37.799 That was way, the result of data analysis from context variable T ≤ 50, it means negative (-). The result of data analysis of the input variable, after transforming them into T-score was 48.536. Therefore, the input variables was T ≤ 50, It means negative (-). Then result of data analysis for process variables after transformed into T-score was 49.403. That was way, this variable was T ≤ 50, It means negative (-). At last based on the result of analyzing data from the product variable , It was found that T- score was 43.39. after transforming the findings. Therefore, the result of data analysis of the product variable T ≤ 50, meaning that it was negative(-). Based on Glickman Paradigm CIPP formula = (- - - -), and it was in the quadrant IV. It means that the quality of the teaching of writing in Class XC of (SMAN) 1 Aikmel in East Lombok was not good.

Fourth ,in term of *Context* , it was found that class X D , After transforming the findings into T-score, the result was 53.872 That was way, the result of data analysis from context variable T >50, it means positive (+). The result of data analysis of the input variable , after

transforming them into T-score was 59.391. Therefore, the in-put variables was T >50, It means positive (+). Then result of data analysis for process variables after transformed into T-score was 56,260. That is way, the result of data analysis form process variable T > 50, meaning that it is positive (+). At last based on the result of analyzing data from the product variable , It was found that T-score was 48.679. Therefore, the result of data analysis of the product variable was T ≤ 50, meaning that it was negative. Based on Glickman Paradigm CIPP formula = (+ + + -), and it was in the II quadrant. It means that the quality of the teaching of writing in Class XD of (SMAN) 1 Aikmel in East Lombok was Good enough.

In addition, For all classes, the recapitulation result of the study from Context (C), Input (I), Process (P) and Product Variable from Each Class can be seen in the table below:

NO	Class	Result				Category
		C	I	P	P	
1	X A	+	+	_	_	*Less Good*
2	XB	+	_	_	+	*Less Good*
3	XC	_	_	_	_	*Not Good*
4	XD	+	+	+	_	*Good Enough*

The table show that the finding of T-score positive (+) and T-score negative were different from one class to another. Based on the data analysis of Context variables from 4 classes being investigated, there were three classes got positive score, namely ; Class XA, Class XB and Class XD. There was one class got negative score, that is Class X C. Therefore, there were more classes got positive score than those classes attained negative score. So then, the result of positive score (❹ score + > ❶ score - = +). That is way, the investigation result of context variables is positive (+). Among 4 classes being investigated, there were two classes which got positive score

namely : Class XA and Class XD. Whereas, Class XB and Class XC got negative score. Therefore, the class got positive score was similar with those which got negative score. So, the result is negative (❹ score + = ❹ score - = -). From the investigation of Input variable, the result is negative (-).

The result of the data analysis of 4 classes on the aspect of product of teaching and learning writing at Senior High School (SMAN) 1 Aikmel in East Lombok indicated that there were three classes got negative score, namely : Class XA, XC and XD, Where as negative score was attained by Class XB. Therefore, the class got negative score more than that got positive score.

Recapitulation of research result from context, input, process and product variable upon the quality of the teaching of writing using SBC can be seen in the following table:

No	Variable	Frequency			Remark
		F +	F-	Result	
1.	Context	3	1	+	Positive
2.	Input	2	2	-	Negative
3.	Process	1	3	-	Negative
4.	Product	1	3	-	Negative
	Result			(+ - - -)	Positive, Negative Negative, Negative

From table above, it could be found that in terms of context variable, the result was positive (+) meaning *good* , in term of input variable, the result was negative (-) meaning *not good,* in term of process variable, the result was negative (-) meaning *not good* and for the product variable the result was negative (-) meaning *not good.* If the result data analysis above tabulated into CIPP formula (+ - - -) , and based on Glickman prototype formula (+ - - -) meaning" *less good " .* With regard to the result of the data recapitulation above, then, it can be concluded that the quality of the teaching of writing using SBC at the tenth grade students of Senior High School (SMAN) 1 Aikmel in East Lombok Regency in the

academic year 2012 / 2013 was *less good* viewed from context, input, process and product. The result of this study is supported By Mudarka (2011) in his research entitled "An Evaluative Study on English Teachers' Readiness in Implementing the School-Based Curriculum in the National Standard Junior High Schools (SSN SMP) in Bangly Regency.*" Based on the result of these two studies,It indicated that the component of contexts, the component of inputs, the component of processes and the components of product have great effect toward the quality and the success of the implementation of program either teaching and learning or other education program.

CONCLUSSIONS AND SUGGESTIONS

Based on the data description, data analysis and discussion , it seem that the quality of the teaching of writing using School Based Curriculum largely depend on context , input, process and product variables and each of them influences other. Regarding to this investigation study, it can contribute and give positive benefit the Senior High School (SMAN) 1 Aikmel as well as the English teachers who teach writing skill particularly and English generally using School –Based Curriculum. Concerning with the result the study, there are some important conclusion that can be stated as : the context variable should be maintained and improved as it was good. There should be some real efforts to improve quality of the input. The teachers' perception on the importance of utilizing some inputs of learning seem to be essential key as the findings of the study. As process variable was negative (-), meaning that not good so, this variable should be improved and developed in its quality concerning with conducting teaching and learning process , teacher's planning and program development. Then the product variable should be given much attention. The teachers must consider the students achievement and perception on the teaching of writing as the basis for doing future improvement.

In addition, all teachers and students are advice to utilize the facilties provided by the school in the process of teachig and learning of writing.

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