

**THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE
TEACHING IN TEACHING ENGLISH BUSINESS LETTER WRITING
TO THE XIIth GRADE STUDENTS OF
SMK N II BUKITTINGGI**

THESIS



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ABSTRAK

Hervina Harmyn. 2013. The Implementation of Communicative Language Teaching in Teaching English Business Letter Writing to the XIIth Grade students of SMKN II Bukittinggi.

Penelitian ini bertujuan untuk mencari tau sejauh mana para guru sudah mengimplementasikan prinsip-prinsip dari pengajaran yang komunikatif. Terutama dalam mengajarkan penulisan surat bisnis kepada siswa kelas tiga di SMKN II Bukittinggi. Penelitian ini juga bertujuan untuk mengetahui kemungkinan permasalahan yang dihadapi guru dalam mengaplikasikan prinsip-prinsip itu.

Penelitian ini dilakukan di SMKN II Bukittinggi. Tiga orang guru Bahasa Inggris dipilih sebagai subjek penelitian melalui teknik purposive sampling. Data dalam Penelitian ini didapatkan dengan melakukan pengamatan kelas dan wawancara. Perangkat pendukung lainnya yang digunakan dalam proses pengumpulan data yaitu video kamera, perekam dan catatan. Hasil penelitian dijabarkan secara deskriptif.

Dari hasil pengamatan dan wawancara, diketahui bahwa para guru telah menerapkan sebagian besar dari prinsip pengajaran yang komunikatif, namun ada beberapa prinsip yang dilewatkan. Misalnya, tidak diikutsertakannya siswa dalam proses pemeriksaan, tidak didorong siswa untuk menulis diluar kelas serta tidak adanya kegiatan bermain peran dalam proses pembelajaran menulis. Penerapan yang kurang sempurna ini disebabkan oleh beberapa masalah yang bersumber dari kurangnya pemahaman guru tentang CLT dan dari siswa itu sendiri.

Kesimpulannya, meskipun pengajaran bahasa Inggris secara komunikatif sangat cocok untuk diterapkan dalam pengajaran penulisan surat bisnis, namun penerapannya belum maksimal. Oleh sebab itu disarankan kepada guru untuk lebih mempelajari lebih dalam mengenai prinsip-prinsip pembelajaran yang komunikatif, sehingga untuk kedepannya dapat diterapkan dengan lebih baik.

ABSTRACT

Hervina Harmyn. 2013. The Implementation of Communicative Language Teaching in Teaching English Business Letter Writing to the XIIth Grade Students of SMKN II Bukittinggi. Thesis. English Education Program. Graduate Program of State University of Padang.

The research was done at SMK N II Bukittinggi to find out to what extent have the English teachers applied the principles of CLT in teaching English business letter writing to the twelfth grade students. There were three English teachers chosen as the participants of the research by the purposive sampling technique. The data were collected from the classroom observation and interview. To support the process of collecting the data, the researcher used recorder, video camera, and field note. The finding of the research was explained descriptively.

The results of the research showed that the teachers of English at SMK N II Bukittinggi have applied most of the CLT principles in teaching functional writing, especially in teaching English business letter, but they have also left some other principles such as, involving the students in evaluation process, encouraging the students to write outside the classroom, and designing a role play in writing classroom.

In conclusion from the research, it is known that not all of the principles of CLT have been applied by the English teachers of SMKN II Bukittinggi in teaching business letter writing. So, it is suggested to the English teachers to learn more about all the principles so that they can apply them in the teacher and learning process in a maximum way.

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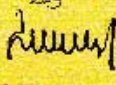
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication takes place in two forms namely spoken and written form. The spoken form is considered to be the easiest, simplest and the most effective way to communicate in any language. The written form, on the other hand, is not as simple and as easy as the spoken one, but it is also efficient to be applied in communication. Though written form of the language is quite complicated, in certain field, communication can only be done in this form, for instance, memo, formal proposal, letters and others. Through writing, people can express their ideas in a systematic way and file it up so that they can rehearse it anytime they need it. Considering the importance of this writing skill, among other skills like speaking, reading and listening, in English classroom developing student's writing skill is a priority.

Unlike the speaking, writing is not a natural talent (White in Khoo, 1981). Writing skill cannot be acquired by the students naturally and unconsciously. There are some procedures and rules that have to be taught to them. It is, ofcourse, not easy to teach those procedures and rules. Many scientists believe that writing skill is difficult to be taught especially in foreign language classroom. Teaching this skill is actually intended to help students to develop their competences in writing or to train them in applying the procedures and rules such as grammar and vocabulary as a mean to link sentences and organise their ideas. Due to the importance of this skill and the difficulties in teaching it, an appropriate teaching technique or approach is needed to be selected and applied in a

good way. The approach should touch all the elements of the teaching and learning process such as the classroom activities, the material and everything.

Related to the teaching aspects, the government has tried to develop a curriculum which can be taken by the English teachers as the guidance. The Ministry of Indonesian Education no 232/U/2000 defines curriculum as a set of plan, management, content material, instruction and evaluation which is used as a guidance in holding the teaching and learning process in the classroom. In other words, it is a set of program which is arranged and carried out in such away to reach certain educational goals. The curriculum has been developed and changed from time to time. The latest curriculum is called school based curriculum . This curriculum is actually the improvement of the previous curriculum which is called competence based curriculum . Technically the two curricula are not really different one each other. The difference is that the competence based curriculum is arranged by the Indonesian educational department in Jakarta and should be applied in all schools in Indonesia, while the school based curriculum is arranged by the certain educational unit or by the school itself and only be applied in those educational units or by the school itself. The school based curriculum is considered to be more contextual because it is directly connected to the level of the educational units and also adapted to the culture and the local need where the teaching and learning process takes place. However, both curricula have the same principles that the teaching of English is aimed to enable students to communicate in spoken and written English.

In the vocational schools the curriculum is specially designed to enable students to use the practical English in their real life based on their own field. Hence, the teaching approach applied in the classroom should be communicative.

One of the English teaching approach which is highly valued is called communicative language teaching (CLT). The purpose of this approach is to develop students' communicative competence both in spoken and written form which later can be seen from their performance.

The same as in some other countries, in Indonesia, the communicative language teaching approach has also been applied in English classroom especially at the vocational high school where students are prepared with certain ready-used skills and the ability to communicate in English in both spoken and written forms at least in their own fields. To support and guide the teachers with its knowledge and the way on how to apply that in the classroom, some seminar, trainings and workshops have been held dealing with the approach. Unfortunately, some teachers still have a misconception on the application of this approach. Some of them say that communicative language teaching approach is only applicable in teaching speaking skill. In fact, it is also applicable in teaching writing skill as well as the other two skills. As Savignon (2003) proposes that communicative language teaching is not exclusively concerned with the teaching of English for oral communication only, but the principles can also be applied equally to the teaching of English reading and writing. From her explanation, it is clear that any teacher of English should treat the teaching of writing with the same intention as in teaching speaking skill, so that the goal of the English teaching as a whole can be achieved.

Based on the researcher's preliminary study that she conducted at 22nd September 2010, the type of English writing which are offered at the third grade syllabus of vocational high school, SMKN II Bukittinggi, is the functional writing. More specifically, it is the English letter writing. Since any functional writing is

communicative, the approach used in teaching it is the communicative approach. However, the teachers said that they only applied some of the principles of the communicative language teaching approach. As a result, English writing class is considered to be the most boring activity by the students which obviously influenced their mark. Eventhough most of of the English teachers there have attended some training, seminars and workshops on how the communicative language tecahing approach should be applied. In other words, the approach has not been fully applied yet. Hence, the writer was interested in conducting research about how far the communicative language teaching approach principles in the teaching of writing has been applied in this vocational high school, SMK N II Bukittinggi, especially in teaching English letter writing.

B. Identification of the Problem

Communicative language teaching approach principles have been applied in the teaching of English for vocational high school students. Not only for teaching speaking, but it is also applied for teaching the other skills such as writing. The English teachers at SMK N II Bukittinggi have tried to apply this approach as appropriate as possible with the guidance of the communicative curriculum. However, the application of this approach in teaching writing skill, especially English letter writing, in this school has not fulfilled the principles of the communicative language teaching process. As a result the students enthusiasm in writing activity is very poor. There was an indication that the teachers have not fully applied the principles of CLT due to some problems the way the teachers put CLT into perspectives, the students ability and motivation in vocational high school which are considered low and the matter of time constrains.

C. Focus of the problem

Based on the identification of the problems above, the researcher concerned with the application of CLT in the process of teaching English business letter writing and the problems that the teacher might face in implementing its principles.

D. Research Question

The research was conducted to answer this question; “How do the English teachers implement the communicative language teaching principles in teaching English business letter writing to 12th grade students of SMK N II Bukittinggi ?”

E. Purpose of the research

The purpose of this research is to find out how English teachers have implemented the communicative language teaching principles in teaching English business letter writing to the grade 12 students of SMK N II Bukittinggi.

F. Significance of the research

This research is expected to be significant for the English teachers, for other academic practitioners and for those who are interested in conducting further research on the subject. For English teachers, this research is expected to give some contribution, consideration and solutions theoretically and practically on how the communicative language teaching should be applied in teaching English writing skill in order to achieve the main goal of the teaching of writing skill itself. It is also expected to give some views and considerations for the teachers to evaluate the teaching techniques as well as the teaching activities that they conduct in their writing classroom. For other academic practitioners, this research is expected to provide some views on how the

communicative language teaching works well. Therefore, they can provide the teachers with a bunch of appropriate materials and resources to support the teacher in reaching the maximum result of the English teaching. This research is also expected to be taken as the basis and the consideration for further research, especially for those who are interested in conducting a research on the teaching of writing.

G. Definition of key terms

1. The Implementation means the application of the communicative language teaching principles in the teaching of English writing.
2. Communicative language teaching is an approach that the English teachers apply in the classroom in order to promote the students' communicative competence in all skills of English.
3. Business letter writing means a type of formal letter which is written for professional of business purposes.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theories of Communicative Language Teaching (CLT)

a. General review of CLT

Communicative language teaching (CLT) has been widely known in the field of language teaching for many years. It is a teaching approach which was invented due to the dissatisfying result of applying some older language teaching methods such as grammar translation method, audiolingual method and others. Those older methods which were applied in the field of foreign language teaching as English were considered ineffective for learners to reach the goal of language learning, that is to enable learners to communicate in the target language. It is expected to make language teachers to see that their students can use the language they learn to communicate without concerning on how the language should be classified. Thus, CLT is an approach which is expected to be able to help students use and experience the language in order to get a better result in the language teaching and learning.

CLT has not been precisely defined by any linguist or language researcher. It is considered as an approach, instead of a method. Rodgers (2001) says a method is fixed system with the range of procedures which are included in a particular teaching technique. It is a set of procedures or activities chosen and applied by the teachers which is expected to reach the teaching goal through certain techniques. An approach, on the other hand, represents language teaching philosophies that can be interpreted and applied in variety of different ways in the classroom. Thus, there is no specific techniques in applying the approach in the classroom. In addition, most scientists such as Nunan (1989), Littlewood (1988), Zainil (2005) agree that the communicative language

teaching is one of the innovative approaches to enable the students to communicate in the target language. Based on the approach the language learner should be able to use the language as a means of communications in both spoken and written form. Savignon in Murcia (2001) says communicative language teaching is an approach used in the language classroom which allows students to experience and use the target language by encouraging them to interpret, express, and negotiate the meaning in communication. The teaching process she adds, should be more emphasized to the language use, not to the language form. Thus, communicative language teaching approach views the language as a communication device or as a main mean to communicate information and messages between people.

b. The Communicative Competence in CLT

The term of communicative competence has various meaning from time to time. In Audio-lingual teaching method, a learner is considered competent if he understands a native speaker rationally well, makes few or no errors in grammar or vocabularies and speaks or writes the language fluently. Hymes and Gunzper in Zainil (2005:11) defines communicative competence as what a communicator needs to know to communicate effectively in a particular setting. He argues that in the communicative classroom, the teaching and learning should be more focus on the language use rather than the language usage. Furthermore, he explains that the language use is one aspect of the performance where learners demonstrate their knowledge of linguistic rules. The language use, on the other hand, is also one aspect of the performance where learners demonstrate their linguistic knowledge for effective communication. From this definition, we can see that both language usage and use are important aspects in language learning. In fact, the mastery of grammatical rules and other linguistics

features cannot guarantee learners able to communicate communicatively since the grammatical competence is only one of some competences that the learners should acquire in order to be able to communicate communicatively.

Furthermore, Canale and Swain in Zhuang xin (2007) states that there are three competences included in the communicative competence namely grammatical competence, sociolinguistic competence, and strategic competence. Then they added one more which is called discourse competence. These four competences should be mastered and understood by the learners to produce communicative spoken and written language or to communicate with people communicatively, they are grammatical competence, sociolinguistic competence, discourse competence, strategic competence. Grammatical competence is the ability to recognize the lexical, morphological, syntactic and phonological features of a language. In communicative classroom, this grammatical competence should not be taught by stating or teaching about the rules or the features of the language, but by guiding the students to use the rules in interpretation, expression or making sentences, and negotiating of meaning which is the main focus in communication process.

Sociolinguistic competence means the ability to understand the appropriate meaning in social and cultural context. In other word, it requires an understanding of social context in which the language is used. The understanding of the social features of the people or the environment where the language is used, helps the language user avoid misunderstanding in communicating due to the differential of the cultural aspects. Thus, any language learner should be enforced to accept and aware of the cultural values where the language is originally come from.

Strategic competence is the ability to use strategies to handle the imperfect communication. This competence help students or the foreign language users to cope with the unfamiliar text or context, distractions, or fatigue which may occur along the communication process. This is very helpful especially in oral communication in order to keep the communication runs well.

Discourse competence means the ability to interpret the communicatin, so that the messages which is communicated can be meaningful and understood. It is concerned not with the isolated words or phrases but with the interconnectedness of a series of words or pharses to form a meaningful text (Savignon, 2002). The text can be a letter or email, a poem, face to face or telephone conversation, short messeges which is recently familiar to most people all over the world. The level of students' discourse competence can be evaluated from them their ability in applying coherence and cohesive in constructing a meaningful text either spoken and written text.

Murcia (1995) proposes another component of the communicative competence called actional competence. It is defined as a competence in conveying and understanding communicative intent, (Murcia 1995; 17). She says that actional competence is specially involved for oral or spoken communication only. For written communication on the other hand, this competence is about how the writer can choose an appropriate writing style and the genre based on the intention of the communicator.

The five competences are the core of the communicative approach which have to be developed by the language, English, teachers upon their students. It should be adapted to any aspect of teaching process such as the material, the activities, technique and others. In English writing, the actualisation of students' communicative competence

can be evaluated from their performance. For spoken language, the performance can be seen from the students speaking ability. On the other hand, for the written one the level of students communicative competence can be evaluated from their abilities to write a piece of writing effectively, meaningfully and communicatively.

A piece of students' writing is definitely useful to measure how far they have mastered the competencies in the language, whether their writing is grammatically correct which is so called grammatical competence, whether they choose the right diction whenever they write to particular people, or whether they write in an appropriate style, so that their intended messages can be easily understood by the reader. Thus, as a mean of communication beside the spoken language, in written language all those competencies should also be developed in maximum way.

To sum up, the communicative competence is the ability to communicate appropriately in particular setting. It is the knowledge of what, when, why, where, how and to whom it is appropriate to use the functions of the language. In order to develop the learners' communicative competence in the communicative classroom, the teaching process should be more emphasized to the use of the language without neglecting the usage of the language. Therefore, the teachers should decrease the time to explain about the language and its rules but have to be able to provide opportunity for the students to experience the language in a meaningful way, freely and communicatively in both written and spoken form. Savignon (2002) adds that to be able to develop those competencies, the teacher should be able to integrate the four skills in English classroom and to give more chance to the students to experience the language in both oral and written forms.

c. The Principles of Communicative Language Teaching

It has been explained previously that the idea of communicative language teaching approach is to promote students communicative competence so that they can use the language appropriately and effectively in various contexts. In order to achieve to goal, there are some principles of the approach which were proposed by some theorists. Morrow (1981 : 59-69) states there are five basic principles of communicative language teaching approach.

The first principle is to know what you are doing. This principle means that any activity that is done by the students in the teaching and learning process should have a clear purpose. The purpose is to enable the students to do something that they could not do before the process is done. It can also be said to learn or experience something new communication both in written and spoken forms. Savignon in Murcia (2001, 13) says “the purpose of English as a foreign language teaching is to develop students ability to understand and express themselves in the target language; to foster the students positive attitude towards communicating in the target language and to heighten their interest in language and culture”. To achieve the purpose, the students should be familiarized with the use of English to communicate in both spoken and written form. Han (2002) calls this principle as designing activity with purpose. He also agrees that any classroom activity should be aimed at pursuing the students in communication.

The second principle is the whole is more than the sum of the parts. It means the features of the language can not be separated one and other. In other word, to create a meaningful message, the students should be able to combine certain language features. Therefore, dealing with this principle, the teacher should familiarize the students to the

language features involved in the communication processes. Providing the students with the model is one of the ways the the teacher should consider to achieve the goal.

This principle also deals with the importance of the teacher to give context to the students in any activity. It is obvious that context holds an important role in communication. Han (2002) says that the context can be in form of the topic, setting, and the content material an also the social and cultural expectations as the result of the communication. Teacher can facilitate the students with the related vocabularies related to the context given.

Next, the third principle is the processes are as importants as the forms. This means that any process in teaching and learning should lead the students to form a real communication. The process should have significant value and contribute to the student's communication ability in the language. If the students can not apply what they learn in the classroom to fulfill their communication need outside the classroom so the process cannot be called communicative. For example, when the students are taught to write an application letter, then in their real life they can apply for a job with the form of letter that have learnt in the classroom. The same thing goes to the other skills such as speaking, reading and listening. Han (2002) calls this principle as use the language in authentic ways. Thus, this principle aims to develop the ability of the students to communicate in a foreign language by replicating the real process of communication in the target language.

Fourth, to learn it do it. In this principle, the idea of the students should act as the active participant and because the center of the process is pursued. Learning by doing is something crucial because it goes without saying that only by practicing communicative

activities the students can learn to communicate. Chaudron in Murcia (2001) claims the most major step in executing the lessons is practicing the learning material. Without practicing it, the students will just know about the language without the ability to use it in fulfilling their needs. In writing class, instead of giving a long explanation about certain form of writing, the teacher should ask students to write as much as possible. In other word, the writing activity should dominate the teaching and learning process.

Finally, the fifth principle is that mistakes are not always mistake. The principle deals with the way the teacher evaluate students work. The teacher should understand that mistakes are the valuable source of learning. Instead of simply marking students' mistake. It will be much better to the teacher to make the students realize the mistake they have made so they will not make the same mistake in the future. Involving the students in evaluating and correcting the mistakes in the process of learning can be very efficient (Han, 2002). Chaudron in Murcia (2001, p.40) states,

A traditional notion is that the teacher provide correction of every of every important learners' errors, while more current views emphasizes the important of learners obtaining feedback only when the meaning they attempt to convey are not understood. Even then the feedback should be the natural outcome of the of the communicative interaction, often between learners. In this case the teacher has many options from simply indicating the lack of comprehension , signaling the most frequent errors and getting the students to self-correct and peer-correct.

From his explanation it is clear that in evaluating the students work or performance the focus should be more to the meaning of the messages that is conveyed not on the form of the language only. It is also necessary to involve the students themselves in the process of giving feedback on the errors made.

Macribe (2007) also agrees that relying on the teacher correction who is only focus on the structure of their performance discourages the students to practice. She believes that letting the students to evaluate their own mistake or being evaluated by

their friends who are in the same level give more freedom and confidence for the learner to try to practice. This principle of communicative language teaching should be borne in mind by the teachers of English as a foreign or second language in teaching all skills of English especially the productive skills such as speaking and writing. Interrupting or directly correcting the students' grammatical error while the students are practicing English should be eliminated. The same goes to the traditional way of evaluating a piece of student's writing which is commonly done by the teachers themselves. Teachers ask the students to write some pieces and submit them to be corrected by the teacher at home. Mostly teachers focus on the grammatical features, the punctuations and other technical writing errors. Since this technique of corrections has been argued in the communicative classroom, so the teacher should reconsider in using it in the process of teaching.

Furthermore, involving the students in evaluating or correcting their writing, especially, has many advantages. Angeliskim(2005) proposes at least three advantages of students' involvement in correcting process. First, it encourages students to be more active and critical. It is obvious that checking others' mistake is much easier than realizing own mistake. Then, it also induces a cooperative atmosphere in the class. As CLT encourages the cooperative learning, allowing the students to correct their friends' work can promote one of the principle of CLT. Finally, by actively involving the students in correcting others' work, there will be less focus on the teacher so that the student-centered class activity can be promoted. Shinobu (1996) claims that friends level mirror another friend's level. It means that, if one student correct her friend's work, she/he can figure out her/his own level. Such activity will also ease the teacher in observing the general difficulties that the whole class face. Such students' involvement can be done

in some ways such as in form of peer correction and in form of group writing correction.

However, instead of peer correction and group correction, it can not be denied that teacher correction is also needed. Yet, it should be done in effective way. Harmer (2004) states that the teacher should be the evaluator instead of the corrector of the students' mistake. When the teacher becomes the corrector of the students' work they have to be the assistant who can help students along the writing process and as the evaluator whom can tell students on how well things are going in their writing.

Beside the above principles, Han (2002) adds some other principle of applying CLT. First, providing appropriate input. It deals with the material given to the students. The material should relate to students' need, and it should also be authentic. The input also should be based on students' comprehension. Knowing the advantages of learning the material and having the background knowledge of it will ease the students in the learning process.

The next principle is to encourage collaboration. In communicative classroom collaborative learning such as group working and pair working is highly valued. Savignon in Murcia (2001) says that small group and pair work have been proved helpful in many contexts as a way of providing the students with the opportunities and motivation for communication. It allows the students to share ideas and at the same time practice the language they learn. Finally, the last principle of communicative language teaching is include the awareness of the cultural aspect of language use. Hinkel in Murcia (2001) claims that the sociocultural aspect of the language is needed in order for the students able to hold an acceptable communication, otherwise it can lead to the pragmatic failure of the language use.

In short, in order to achieve the maximum goal of the language teaching and learning, all the principles discussed above should be applied by the teacher in teaching all skills of English.

B. Writing skill

a. A Brief View of the Writing Skill

Writing, like all other aspects of language, is communicative. It means that instead of spoken language, written language can also be chosen as an effective mean to communicate. In fact, in today's life where the development of technology in information processing devices such as in telecommunication networks and computers, written language is even considered to be more popular compare to the spoken language. It cannot be denied that more and more people use facilities such as emails, smses, blogs, facebook messages, journals and other to express their ideas and feeling to other people and all those activities are done with the written language. Thus, it can be said that writing has become an integral part in the everyday life and it is just as important as the spoken language in the field of communication.

Writing skill is not the ability to compose certain amount of good sentences but the skill that make the language user able to express the ideas, opinions and feelings in a written language. Langan (2005) suggests that people can explore their thoughts through writing. Linse (2005) also claims writing is a collection of process and product. Process means gathering ideas and organize them into a comprehensible produt for the reader. Thus, eventhough writing skill is considered difficut, but it can be taught and learned.

Unlike speaking, the ability to write is not a natural talent. It means that, it is not a talent which can be possessed by anybody naturally. White in Khoo et al (1981) states that all physically and mentally normal people learn to speak a language but not all of them learn to write. In line with White, Langan (2005) writing is not a natural gift but it can be learned, and anyone has the ability to learn it. Thus, those who are not willing to learn to write will never be able to write in any language.

Even though both spoken and written language are used to communicate, but there are some other characteristics of the written language that differentiate it from the spoken language. White in Khoo et al (1981) says that there are seven basic differences between spoken and written language. Firstly, written message is permanent while the spoken one is temporal. It means the message in written form can be stored and referred back at anytime. The message also can be passed from generation to generation. Even there is an argument that the spoken text can be recorded, but it can only be stored for certain period of time. Secondly, writing unlike speech is displaced in space and time. It means that in written communication, the sender (writer) and the receiver (reader) of the message is separated. This separation puts the writer in different position from that of face to face communication. In other words, unlike in spoken interaction, in written one the writer cannot see the reader's automatic reaction whenever they read her/his writing.

The separation of the writer and the reader in the written communication, makes it impossible for the writer to evaluate or judge how the writing is being received and comprehended by the reader. Such judgement and evaluation can absolutely be made by the speaker directly in spoken or oral communication. The next difference is the feedback from the reader will always be delayed, while in spoken communication, the

listener can directly give feedback on the speaker's ideas. Furthermore, in conducting the writing activity the writer can evaluate and monitor her/his own performance. While writing she/he can make corrections and improvements without the reader being aware of this self corrections because the piece that the reader read is the final piece of writing which sometimes has been revised by the writer for many times. The writer's confuseness and hesitations about what he/she writes will never be revealed by the reader. In contrast to the written communication, in oral communication, the speaker should be really aware of such confuseness and hesitation, because it can influence the listener in perceiving the meanings of the ideas uttered by the speaker.

Another difference concerns with the explicitness of the message in spoken and in written language. Writer should state their ideas in an explicit way, because the reader will not be able to ask for clarifications on the writing straight away to the writer. Finally, the last difference between speaking and writing is in the use of expressive features. Gestures, facial expressions, intonations and others can be used by the speaker in explaining his/her ideas orally and those non-verbal aspects of language cannot be used in the written language.

Futhermore, Raime (1983) and Ur (1991) also suggest, there are nine characteristics of the written language that makes it different from the spoken one. The characteristics lays on its permanence, explicitness, density,detachment,organization, slowness of production and speed of reception, standard language, and a learnt skill. Different from spoken language, as it has been discussed previously, written language is stable and fixed so that it can be read at any time in the future. It is sometimes even prepared for the next generation. Inline with White's idea, Ur (1991) agrees that in writing, the writer should state their ideas explicitly. Then, compared to speaking, the

content which is presented is much more densely in writing. In writing there is the displace of space and times among those who are involved in the communication processes. So normally the writer works alone and may not be directly intouched with the reader, while in speaking, the speaker is obviously intouched with the listener or its audience.

In natural communication, the speaker has to say something or to react spontaneously. This unprepared spoken language makes it hard for the speaker to organize what she/he is saying. In writing, on the other hand, the writer has certain length of time that makes it possible for him/her to organize the ideas carefully. Then, dealing with the slowness of production and the speed of reception, Ur (1991) urges expression ideas, opinions and feelings in writing is much more slower than speaking. Then, the other characeristics is on the standard language used in the two activities, speaking and writing. Writing normally uses a generally acceptable standard variety of language, whereas speech may sometimes be in a regional or informal dialect.

Next, writing is a learnt skill which can be aquired through the process of concious learning. Finally, the last characcteristics that makes it different is the sheer amount and the importance. Particularly, spoken text is much longer than the written text. In another word, an idea which is stated in a long speech can be simplified in writing. Speaking, however, is more important than writing, especially for survival and effective functioning in society.

All of those different characteristics mentioned above makes it hard to learn the writing skill. Richard and Renandya in Kasmains (2007) urges that writing is the most difficult skill to teach. There are many writing conventions and characteristics that the

students have to learn in order to be able to compose a good writing. Many believes that writing is difficult even it is conducted in one's first language. To write in English is not simply producing certain amount of good sentences in the language, but the writer should compose a whole text with the awareness of its conventions so that the intended meaning in a piece of writing can be successfully conveyed, (Jolly, 1984). Thus, a skilled English writer should learn and familiar with the use of writing conventions or rules and the characteristics of the writing itself.

The misconception of the writing conventions and characteristics will lead to the difficulties of the reader in understanding a piece of writing. Coe et al. (1983; 19-21) claims that there are some reasons that make a piece of writing is difficult to understand. First, the ideas in the writing is not in order that easily makes sense. Second, the ideas is not grouped into distinct paragraphs, so that it makes it difficult for the reader to cluster what he/she has been read. Third, in some cases, the writer doesnot start the writing with the introduction. Introduction is needed to guide the reader to the informations which is represented in the text. Fourth, the same case as the introduction, the writer often forgets to write the conclusion to sum up his/her ideas in the writing. Fifth, the relation between one idea with another is not clear because the writer cannot use the conjunction appropriately.

Next, the writer's attitude about what s/he writes is not clear. It means that the writing doesnot show whether the writer is intended to describe, to explain, to argue, or to criticize something. Theoretically, the attitude of the writer toward his/her writing can be evaluated from the writing style. Then, unskilled writer tend to write a piece of writing where the ideas in the piece is not relevant to his/her intended meaning. This problem can be cause by the inability of the writer to choose the appropriate diction in

expressing the idea. Last but not least, unclear punctuation such as commas and fullstops can also make a piece of writing difficult to be understood. Those problems and errors in writing can be avoided by the writer if s/he learn all those writing conventions such as, writing style, the use of punctuations, the choice of words and others. A good writer should also familiarize his/herself in applying those conventions by practicing a lot of writings.

In conclusion, beside speaking, writing is also one form of communication. In other words, as speaking, writing is also used as means to express one's ideas, feelings and opinion. In fact, the special characteristics of the written language or writing make it very much different from speaking or another kind of spoken language. those special characteristics of the writing make scientists believe that writing is the most difficult skill to be taught. The unfamiliarisation of the writer to the conventions or rules and the characteristics of the writing leads the reader to the difficulties in understanding the ideas that the writer put into a piece of writing. So, the characteristics and writing conventions should be learned and understood by the writer in order to compose a piece of a good writing.

b. Types of Writing

Basically, there are two main types of writing namely; academic writing and functional writing (Houge, 2003). Academic writing is defined in certain ways. Firstly, its any piece of writing up with purpose of fulfilling a certain assigned writing task as a task or requirement from school, teachers or professors. Secondly, it can also be defined as a process of writing or breaking down the ideas with the purpose of presenting information within a clear way and understandable for the reader to read

(Harmer in servito, 2008). It is also defined as the process of presenting ideas, in a rational, organized, systematic, reasonable and logical ways. In other words, academic writing is the process of presenting ideas and information which is intended to make the reader understand about certain things by following certain rules and features.

Reinking and Hart ,(1986) state some characteristic of the academic writing such as, it is semi formal, impersonal and objective. Next, it uses the third person point of view. After that, it precises and dwells with truth, facts and theories. Finally, it contents arguments and supported by the evidences. Academic writing includes thesis, essays, and reseach reports. They can be written in form of descriptive, expository, narrative, argumentative and persuasive.

The second main type of writing is called functional writing. Functional writing is the type of writing which communicates and interpretes specialized information in a way that makes it useful for a reader (Boe, 2001). In functional writing, the writer can do a direct communication with the intended reader, the same thing as what people can do in a direct oral communication.

Different from academic writing, functional writing can be personal, and can involve the subjectivity of the writer. It is also intended to specific readers and any feedback or rensposes is expected from the reader after they read the writing. Functional writing includes posters, advertisements, brochures, rules, notes, recepies, and letters. All types of letters such as personal letters and bussiness letters are belong to functional writing.

c. A Brief View of Business Letter Writing

Based on the Oxford dictionary letter is defined as a piece of handwritten or printed text addressed to a recipient and typically sent by mail. It is also defined as written message containing information from one party to another (Wikipedia, 2005). Thus, letter is an instrument of communication between a writer and a specific reader with many different purposes.

Baugh (1994) divides into two types, namely; informal and formal letters or she also called them as personal and social letters. Informal letters are usually written by the acquaintances, friends or family. It is a personal letter that is written for personal purposes, such as expressing sympathy, congratulating or simply to have a personal contact or sharing informations about somethings. Formal letter on the other hand is a letter which is written to the people who the writer doesnot know in personal level. The purpose of writing the formal letters are varries such as, to ask for information about a product or company, to apply for a job, to complain about certain unsatisfying product or services, and others. One of the examples of formal letter is a bussiness letter.

Bussiness letter is the letter which is written for bussiness purposes. Crowther (2007) states the purpose of the bussiness letter will lead to some kind of action from both the sender and the recipient of the letter. Thus, writing bussiness letters require good communication skills and knowledge of the bussiness letter conventions. Different from the personal letter, in bussiness letter the language should be formal, direct and clear.

The same as other functional writing, bussiness letter writing is also communicative as stated by Gartside (1986), writing a letter is just like holding a

conversation by post. He added that in business letter, the letter itself represent the person who write it. In other words, in order to create a good impression of the writer, the letter should be written in an effective way.

In order to write an effective business letter, Reinking and Hart (1986) propose some points that the writer should consider. First, the writer should consider about the recipient of the letter. The addressee of the letter influences the language which is used in the letter, the tone and style of writing it. The next consideration is the reason or the purpose of writing the letter. It can be, to ask some information to a company, to apply for a job, to order some product and others. After that, the writer should also consider about what information that the writer need to put in the letter to be conveyed to the recipient. This point depends of the purpose of writing the letter. Finally, what is the writer expect from the recipient, whether the writer expects the recipient to give some information, to consider about the write's application, and others.

Beside the above consideration, there are some other business letter writing conventions that writer should follow in order to write good business letters. The conventions are based on the type the business letter. Some of the general conventions of the business letter that should be included in writing any business letters are salutation, introduction, the body of the letter, the closing, the complimentary closing and signature of the writer (Baugh 1994). In short, writing an English letter writing is not an easy task to do as there are many things that should be considered and many conventions that should be learned in order to make an effective business letter writing.

d. Teaching Writing Skill

When someone learns a language, it means that she/he will learn to communicate with the native speaker of the language, to understand them, to talk to them, to read what they have written and to write to them. Teaching writing specifically is intended to help the students to write more communicatively in the target language with less anxiety. As the need of the writing skill is raising lately, more attention should be paid about the teaching of writing in developing the language teaching curriculum (Shinobu,1996).

The same as teaching speaking and other language skills, in teaching functional writing the teacher should be able to guide the students to integrate genres and the content or the material reasonably to meet the communicative need of the students and to encourage their motivation in learning a particular skill as well as the whole skills. Kane (1988) states that the effects of a writer may wish to have on the readers to the ideas s/he writes, resulted in different kind of genres or the style of the writing. Thus, in teaching writing the teacher should explicitly teach the students to organize their writing in various styles or genres.

As an instrument of both communication and self expression, Pincas (1982) agree that in teaching English writing, the teacher should teach how to write the effective functional writing. It means that the teaching should cover all skills needed in writing for communication purpose. Basically, there are three main sub-skills which have to be taught to the students (Pincas, 1982). First, communicative skill, it is a skill to make writing more functional. This skill allows the students to understand how to suit the specific purpose, ideas and the audience of the writing.

Beside the communicative skill, organisational skill should also be taught to the students in a writing class. This skill helps students to organized his/her writing especially in applying the writing conventions and rules such as, using punctuations and linking words appropriately and constructing a good paragraph. Such well-organized piece of writing can be easily understood by the reader. The last skill is called stylistic skill. The writer's attitude toward the idea in his/her writing can be seen from the his/her writing style such as descriptive, expository, argumantative and others which is called genre. This skill helps the writer to show how the attitute toward the writing, whether s/he means to describe, critizise or simply explaining things.

Furthermore Raimes (1983) agrees that to teach writing skill there are some features that the teacher should familiarize the students with as in the following diagram:

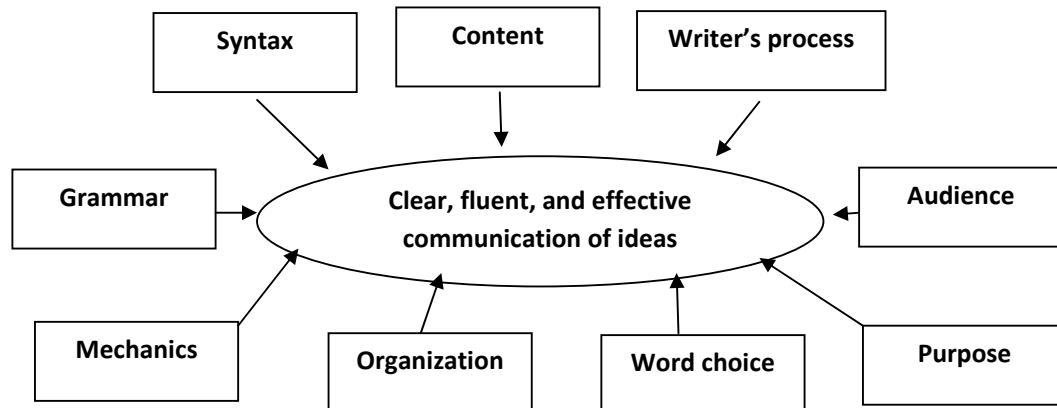


Figure 1.
Producing a piece of writing (Raimes: 6)

The diagram shows that there are many features of writing that the student should learn. The syntax deals with the sentence structures, sentence boundaries, and stylistic choices to show the writer's attitude toward the writing. Then, grammar deals with the

rules of verbs, agreements, articles, pronouns, and other grammatical features of the language. Next, mechanics deal with how the writer writes for example in form of handwriting, or typing, and others. Organization is about how the writer organizes the ideas so that it can be easily understood by understanding how to construct a paragraph, cohesion and unity. The diction or the word choice is also very important in order to avoid misunderstanding of the ideas transferred from the writer to reader. It deals with the use of appropriate vocabulary, idiom and the tone in writing. Next, purpose means the reason the writer writes. Writing without any purpose is meaningless, useless, and does not have a communication value. As the purpose, the audience for the writing is also needed to be considered because communication in written form involves the writer as the producer of the ideas and the reader as the receiver of the ideas. The writer's process is the range of steps that the writer has to follow to create a meaningful piece of writing such as getting the ideas, getting started, writing drafts and others. Finally, the content is the main thing which relates to the relevance, clarity and logic. All the features should be mastered by the students to produce a good piece of writing.

In conclusion, in teaching writing there are so many features that the teachers have to teach to the students which make the writing skill very difficult to be taught. If the students are able to apply all writing features in their writing, they can be called a competent writer. Thus, selecting the appropriate approach as CLT can be very helpful in teaching such difficult skill.

e. CLT in Teaching English Writing

Having reviewed some general principle of CLT previously, Hong (2008,20) outlined four of the principles which are mainly concerned with the skill of writing. The principles are understanding the culture difference, adjusting the roles of teacher, student and the material, incorporating the process of learning with the product of writing, and combining the all four basic skills.

a) The teacher should understand the cultural differences between the first language and the target language.

Raharjo (2010) states that language is a socio-cultural phenomenon, hence learning certain language is actually learning how to conduct a communication from which we can get an understanding of how language is used in a society and culture which supports it. Thus, the difference culture where the two language is used influence the way the people communicate in both the spoken and the written form. In spoken form, the difference can be identified from the speesch norms, the attitude while speaking, the speech position and others. While in written form, the difference can be identified from the arrangement of the word, the collocatin and the diction, the writing style and others.

The idea is inline with what Han (2007) says as include the awareness of the sociocultural aspect of the language use. The misunderstanding of the cultural values within the language can lead to the misinterpretation of the messeges delivered from the writer to the reader.

b) The roles of teachers, students and the material should be adjusted in order to fit the process of writing.

1. The role of teacher.

Unlike in traditional teaching method, where teacher is considered as the transmitter of the language knowledge and skill, in communicative language approach the teacher is considered as the facilitator in the learning process. Teacher should not be the center of attention in the classroom who does the one way communication, but as the person who is incharge in providing the students with bunch of opportunities for the students to experience the language. She/he should not be the controller who controll the student' writing, students' behaviour, and the outcomes of the learning process, but she/he has to be the guider for the students to make them realize their own mistake and to guide them to the better result of the learning process. Teacher must responsible to facilitate the students with the opportunity to experiment the language by privinging them with the plenty of chance and time to write or speak in the language.

Beside facilitating the students with the opportunities to write, the teacher should also provide the students with the context as the basis for the students to write. Han (2002) states that context holds an important role in any form of communication. He adds that the context can be in form of topic, setting, content material and the cultural expectation as the result of the communication.

2. The role of students

Not only the role of teacher, the role of student is also changed based on the communicative language teaching principles. In this approach, the students are no longer considered as the passive receiver of knowledge, but the center of the language learning. They have more responsibilities to the success of the language learning. Nunan (1989) states that students' role is as negotiant of meaning. He believes that to reach the goal of communicative language teaching approach, the students should be actively participated in the language classroom. In writing classroom for example, the students should be given more time to practice writing rather than spending along time to listen to teacher's presentation about the writing. Ansyar (2004) proposes that the language competence can only be reached through lots of language experience. So, no matter how the students comprehend the theories of a language, without experiencing it they will never achive the compenetence of the language which is the main purpose of learning the language.

Furthermore, not only becoming the writer in the writing classroom, but the students should also be the corrector of their own and their friends' writing product. As it has been mentioned previously that self and peer correction are very advantageous to be applied in the classroom especially in writing classroom, (Shinobu, 1996; Angeliskim, 2005;Macribe, 2007). So in a communicative classroom the students should be treated as both, the actor of the writing activity and as the corrector of the writing product. By applying them, the idea of making the students as the center of the classroom activity is fulfilled.

3. The role of materials and the teaching media

Beside the role of the teacher and the students, the role of material also give a great contribution to the result of the learning process. The material should be those that can help develop student's writing and thinking skill. The material should be authentic. Marroko (2010) states that authentic material is any material which can be brought into the classroom but it is not specially invented for the instructional purpose. Lally (2002) adds that the authentic material should be simple, short, meaningful, and up to date. In addition, Richard (2005) said that a teaching material should relate to the student's need and support a more creative teaching. Thus, instead of taking an uninteresting text book which consist of some structured examples of certain functional writing form, the authentic examples such as real invitation letter, application letter and others will be more effective to improve student's competence in writing.

Beside the appropriate teaching material, an appropriate media to support the maximum exposure of the material is also needed as the material it self is a part of the teaching media. Rossie and Breidle in Sanjaya (2006) defines teaching media as any kinds of instruments, things or materials which are used to achieve certain educational goal. Furthermore, it is also defiend as any kinds of medium, can be a person, material or event that help the learners to acquire certain knowledge, skill and attitude (Sanjaya, 2006). Tafani (2009) states that teaching media provides students with the creactive and practical ideas about a topic. Teaching English writing with a good and suitable media can also improve the students interest to the lesson. Thus, teaching media is any kinds of sources, things such as objects, that can be used in the classroom in order to help the teacher and to support the teaching and the learning process to maximize the result of the process.

Selecting and applying some appropriate teaching media in the classroom make the teaching and the learning process become more efficient, easier and more importantly it can also makes the process interesting to the students. Teachers' ceativity is absolutely needed in order to find the suitable media for particular topic. Pictures or photos, megazines, newspapers, real letters, and others can be used as the teaching media. Those real-life media or authentic material can promote the learning inside and outside the classroom. In short the teaching media allows the students to experience the material they learn through the media so that they can achieve the competence upon the material, in this case, English writing. By the use of appropriate and interesting media in any forms, the English writing class will no longer be considered complicated and boring. In contrast, it can be motivating, interesting, meaningful dan fun for the students.

c) **Teachers should incorporate the process of writing with the product of writing**

This priciple means that the teacher should not only focus on the result of the writing activity, but also to the process of writing. The teacher should be able to select the activities which can make the writing process become more interesting, enjoyable, interactive, and more importantly communicative. The activities which support this principle are collaborative writing. Harmer (2004:73) urges that collaborative writing allows the students to learn from each other. It is also motivating for the students to work with his/her friends compare to work by themself. The collaborative writing itself can be done in group or in pair.

Furthermore, there are some points that the teacher should concern with in the process of writing. The first point is to choose meaningful topic and let the students choose

their own topic and the meaningful activities. Meaningful topic which deals with the authentic material should go along with the meaningful task. Writing is a solitary not social activity but it is done with the purpose for specific audience (Raimes,1983). Murcia (1991) also states that in English classroom teacher should present activities which are meaningful to the students and which will motivate them to become committed to sustaining that communication is intended to accomplish a specific goal.

Supporting the idea, Shinobu (1996) claims that in traditional teaching techniques, teachers tend to ask the student for general audience, indeed, the general audience does not really exist in the real world. Thus, instead of asking the student to write a particular length of text, the teacher can assign the students to write to their friend, or for a school magazine and others. Therefore, the result of their writing is purposeful and not only read and assess by the teacher. Beside its effectivity to enhance students writing ability, such meaningful topics and tasks to write because it meet their need to communicate in English writing in real life. Galloway (2000) suggests that student motivation comes from their desire to communicate in meaningful ways and meaningful topics.

The second point is to put meaning before grammar. It doesnot mean that grammar is not important in writing as it is one feature of the writing that help the reader to understand the writing itself. Ur (1991) proposes the purpose of writing as a way to express ideas and conveying message or meaning to the reader or audience. She adds that the teaching of writing should not only be focused on the grammar feature but also to the ideas so that the writing can be fun. In line with her idea Xin (2007 ,5) suggests that writing is a process of discovering oneself and implicit communication with the reader with purpose which needs not only he language accuracy but the fluency in communicating the ideas as well. Accuray should be put after the students have

fulfilled the basic requirement of content organisation and development (Tong Hong-deng, 2008).

The third point that the teachers have to consider is to ensure time and the amount of writing activity within and without of classrooms. It means that in writing class the students should write more instead of listening to long-ended explanation. Beside in the classroom, the teacher should also encourage the students to write outside the classroom. Ur (1991) suggests, writing facilitate learning so that the students should be motivated to write alot. Zamel in Nunan(2002) supports the idea that in writing class the student should have lots of opportunity to write.

Fourth, teacher-students and peer conferences should be held either in or out of class. Such chances of asking and answering questions related to the material given to the students is really needed in evaluation process. As Harmer (2004) says, instead of simply being the corrector, the teacher should act as the evaluator for the students either during or after the activity takes place. She adds in writing class, as an evaluator the teacher should assist the students along the process of writing and let them know how well things are going with their writing.

The fifth consideration is to try to employ group working. After the students choose the topic, they can be assigned in a group working. These activities promote the student to share their ideas about the topic they are going to write. Then, the last consideration that it has to be taken into account in employing the communicative language teaching principles in teaching writing is students/ motivation. Without the motivation, the difficult tasks of writing will be considered even more difficult by the student, hence the teacher should provide them with the activities and materials or topic

to motivate them to write. Gouchen Jin (2008) urges motivation will spring if the students are asked to write about the topics which are interesting to them. Publishing students work can be an alternative to motivate the student to write.

d) The teacher should integrate the all four basic skills of English and all the features involved in a writing piece.

In any techniques that the teacher applies in the communicative classroom, teacher should remember that they should integrate all the four skills even only focusing on one skill. The integration of all the four basic skills, reading, writing, speaking and listening, is one basic of communicative language teaching because the real communication involve the four skills. The skills cannot be separated one to each other. In teaching writing particularly, reading, listening and speaking is absolutely important to improve the student writing ability. Reading helps the student to understand how the English writer naturally construct their ideas. Reading materials can be taken by the student as a model to arrange their own idea on a piece of paper. Listening can also helps the student to write, for instance at the begining of writing class the teacher apply the dictation techniques in order to familiarize the students with the topic that will be given. Listening materials can also be a source for the student to develop their idea in writing. Writing a memo based on telephone call can be an interesting activity for the student to conduct. As reading and listening, speaking is absolutely needed in writing class. Students can discuss the topic to be written through speaking.

From the explanation above, it can be concluded that there are some principles of communicative language teaching that should be applied by the teachers in teaching English writing. The first principle is teachers should understand the cultural differences of writing in students first language with writing in the target language. Secondly, the

roles of teachers, students and the teaching material should be adjusted in order to fit the process of writing. The third principle is the teachers should incorporate the process of writing with the product of writing. The fourth one is teachers should integrate all the four basic skills in the language even if it is mainly focus on certain skill such as writing.

C. Review of Related Findings

Communicative language teaching issue is not new in the field of English teaching. Hence some related researches have been done by some language teaching and learning participants. The first similar study was conducted by Sze in 1999. He conducted the research at the primary schools in Hongkong. The research was intended to investigate whether the principles of communicative language teaching approach has been applied by the teachers of English at primary school. In those primary schools, the curriculum have been suited to the principles of the communicative language teaching approach. However, based on his study, he found out that the teacher could not apply all the principles in the classroom activities. The difficulties in applying those principles lay on the establishing the meaning and constructing and grading the content of the communicative program, particularly for the early stage of language learning (Sze, 1999). Based on his research claims that some of CLT principles are not applicable for the primary school pupils.

Then, Sesmiyanti (2007) also conducted a research on the application of Communicative language teaching in teaching speaking. From her study she concluded that some of the teachers in the schools where the research was conducted haven't applied some of the basic principles yet. However, the use of English in the classroom increase the students' motivation to learn English.

In short, even though the communicative language teaching approach has been known and applied in English teaching, there are still some handicaps that are needed to be taken into account. That is why the further research is better be done in order to improve the quality of language teaching and learning. Some researchers have been done dealing with communicative language teaching, but none of them which specifically concern with the application of communicative language teaching in the teaching of writing.

D. Conceptual Framework

In this research the researcher focus on the application of the approach in teaching writing skill, especially in teaching English bussiness letter writings to the greade XII students of SMKN II Bukittinggi. In applying it in the teaching of witing, there are some principles that the teacher should consider and apply in the writing classroom practice. The principles were derived from the principles of communicative language teaching which were proposed by Hong (2008).The researcher assumed that the principles of the communicative language teaching approach in teaching writing skill have not been fully applied yet. By doing a research on the application of the approach, the researcher evaluated how far the principles which deal with all the details mentioned above have been applied in the classroom. This evaluation lead to the finding of the research.

Furthermore, the researcher carried on the research based on the following framework

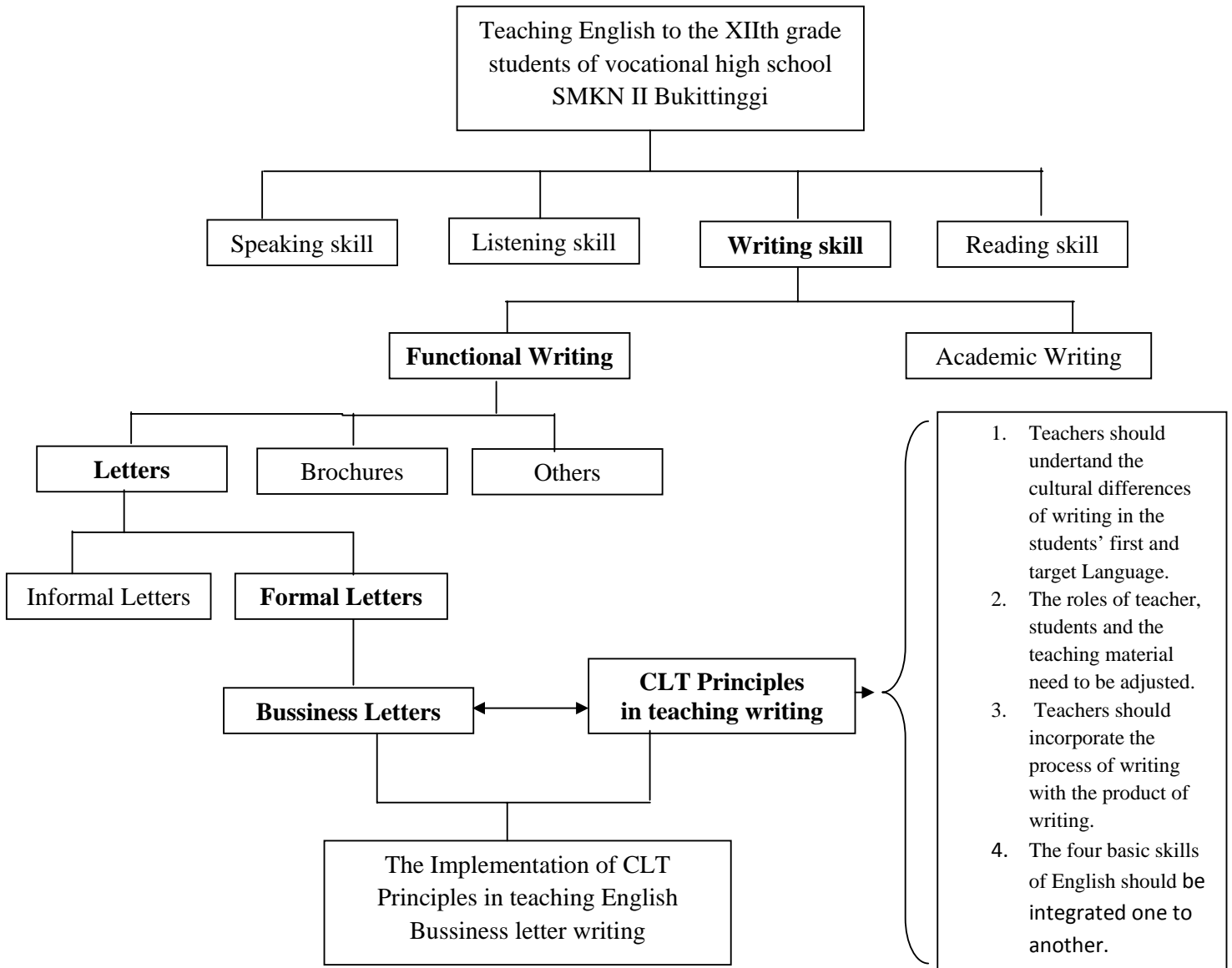


Figure 2.
Conceptual framework.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

The research concerned with the evaluation of how the communicative language teaching principles applied in English writing classroom in a vocational high school in Bukittinggi. Thus, the research is classified into a qualitative evaluation research. Patton (1990) said that an evaluation is needed to investigate how certain program is ran, it is effective and how to improve it so that it can give a better result. The method that was used in this research was the qualitative research method because it permits the evaluator to study the particular issues in depth and detail. Furthermore, the researcher collected kinds of qualitative data which was analyzed at the end of the research. Thus, in this study the researcher evaluated how the English teachers implement the principles of communicative language teaching approach in teaching English writing to their students.

B. Setting of the Research

The research was carried out at a vocational high school in Bukittinggi namely SMK N II Bukittinggi. This school was chosen because the English curriculum in this school demands the teachers of English to apply the communicative language teaching approach. The researcher conducted the research at grade XII which include nineteen classes with different major. Each class consists of thirty students. There were three teachers who teach in those classes. Grade XII is chosen because they have already familiar with the maximum exposure of the spoken and written language in the teaching processes. Thus, the researcher entered these classes and observed the process of

teaching, which was focused on the teaching writing, for certain length of time until the data needed were gathered.

C. Participants of the Research

The participants of the reasearch were the three teachers who teach at the XII grade of SMK N II Bukittinggi. The three of them were the main source of the data or the target of the analysis. In this research, the researcher used purposive sampling. Patton in Sesmiyanti (2007) states that purposive sampling seeks information-rich cases, which can be studied deeply.

The three teachers were considered to be the suitable participants because they have handeled they have taught English for more than two years. Hence the information and the data needed for the depth study could be gathered from these English teachers.

D. Instrumentation

The key instrument in this study was the researcher herself. Patton (1990) states that in qualitative inquiry the researcher hold a role as the instrument of the research. She is the one who was responsible in collecting, interpreting, analyzing and concluding the data. In addition, the researcher also used some other instruments to collect the data namely; tape recorder, videocamera, observation checklist and interview guide. The tape recorder was used when the researcher interviewed the teachers. The video camera was used to picture and provide the visual description on how the process of teaching English bussiness letter writing was conducted. Observation checklist which was relied on the indicators and the subindicators was used by the researcher during the classroom observation used. Finally, the interview guide was also used to indicate whether or not the communicative language tecahing principles are applied appropriately.

Furthermore, the observation and the interview are based on the following indicators and subindicators of the CLT principles in teaching writing skill proposed by Hong (2008,p.20-23)

The Indicators	The Sub-Indicators
1. Teachers should understand the cultural differences between the students first language and the target language.	Teachers should familiarize the students with the difference of culture of writing in Bahasa Indonesia and in English.
2. The roles of the teacher, the students and the material need to be adjusted in order to fit the process of writing.	<ul style="list-style-type: none"> a. Teachers should facilitate the students with a large opportunity to write. b. Teachers should facilitate the students with the context for the students as the basis of their writing. c. Teachers should treat students as the actor of the writing activity. d. Teachers should involve students in correcting process. e. Teachers should be able to use the authentic material and appropriate media in developing students writing skill. f. Teachers should provide students with meaningful material that is related to the students' need.
3. Teachers should incorporate the process of writing with the product of writing.	<ul style="list-style-type: none"> a. Teachers should create meaningful and interesting classroom activity for writing. b. Teachers should encourage collaborative learning. c. Teachers of writing should focus on the meaning not only the grammar. d. Teachers should evaluate and assist the students along the process of writing and give chances for the students to ask questions. e. Teachers should encourage the students to write not only in the classroom but also outside the classroom.

4. Teachers should integrate the four skills of English and the features involve in writing.	a. Teachers should include speaking, listening reading and the writing itself in the process of writing even the focus if one of the skill.
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E. Research Procedure

Along the research, the researcher evaluated how the CLT method is implemented in the teaching of writing, the researcher joined the classes for certain number of meetings. She observed how the teaching of writing was carried out by the teacher. She evaluated whether the teacher applied all the principles of communicative language teaching principles were applied thoroughly or not. Then the researcher video-taped the teacher-students interaction and the activities during the teaching of bussiness letter writing and filled out the observation checklist form. An interview was also done by researcher to the teachers out of the classroom in order to get some information about their understanding of the communicative language teaching principles. Due to the fact that in the vocational high school curriculum the teaching of the four skills are not separated, so the resercher joined the class in every meetings untill the data needed was collected. But, during the presence of the researcher in the English classroom, she only focused of observing the process of teaching writing, especially bussiness letter writing.

F. Technique of Data Collection

There are three kinds of data that can be collected in qualitative evaluation reseach (patton,1990). The data can be collected from the interview, direct observation and field note. In this study the researcher collected two kinds of data from a direct classroom observation and a semi-stuctured interview.

1. Direct Observation

Direct observation was done by the researcher herself in order to collect the data. Here, as it has been mentioned previously she joined the English classrooms to do the evaluation or the observation for several meetings until the data needed was collected. The observation was focused on whether or not the principles of communicative language teaching principles were applied appropriately especially in the teaching of writing. The observation check list was used by the researcher as a guidance during the observation. The result of the observation and the checklist was analysed by the researcher. The researcher also recorded the interaction and it was transcribed, so that the data could be reanalyzed. In the research the researcher was a non-participant observer. As it is stated by Gay and Airisian (2000), as a non-participant observer, the researcher does not intentionally interact with or affect the object of the observation.

2. Semi-structured interview

The interview was done to know the participants' background knowledge about the CLT. It was in form of formal interview with the open-ended questions where the participants can spontaneously give response to the questions given to them. Semi-structured interview was used in collecting the data. The interview guide (see appendix 1), had been prepared before the interview was administered. Here the researcher asked some questions which were related to the principles of communicative language teaching and how they are implemented in the teaching writing activities. The result of the interview was later analyzed to describe how far the principles have been implemented by the teachers in teaching writing skill, especially business letter writing.

G. Technique of Data Analysis

In analysing the data which were gathered in the reasearch, the researcher referred to the theory proposed by Patton (1990). He said that the process in analysing the qualitative data demands creativity, intelectual discipline, analytical rigor and hard work. He added that in analysing the qualitative data gathered from the interview and the observation there are four steps that the researcher must go through namely; organise the data, do the content analysis, do the inductive analysis and finally report the findings. In this research, the researcher did the four step as it is explained in the following.

1. Organizing the data

In this step, the researcher organized the data gathered from the interview and the observation and it's field note. This step was done to ease the researcher to come to the next step of the data analysis process.

2. Doing the content analysis

The content analysis is the process of identifying, coding, and categorizing the primary patterns of the data. In other word, related to this step, the researcher identified, coded and categorized the primary patterns of the data as the result of the interview and the observation.

3. Inductive analysis

After doing the two steps above, the researcher analysed all the data from the interview and the observation. The data from the recording of the interview was transcribed . Meanwhile the data from the observation which were in form of the observation checklists were filled out. The video which were made during the observation also helped the researcher in doing this step as it presented all the

things that happened during the process of teaching and learning English business letter writing.

4. Reporting findings

This is the final step of processing the data. In this step, the researcher interpreted the data, from the interview and the observation, by comparing how the teacher teach English functional writing in the classroom and what they say about communicative language teaching with the principles of CLT proposed by Morrow (1981) and supported by Hong (2008). The report of the research is presented as the finding and discussion of the research.

H. Checking Data Trustworthiness

The researcher collected the data by doing the classroom observation and interviewing and comparing the result with the theories. The result from the classroom observation was crosschecked with the transcription of the recording gathered from the interview. In analyzing the data, the researcher worked with the colleagues, the teachers and her advisors.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the result of the research which were relied on the result of the classroom observation and the interview as the findings of the research. Here, the writer also discussed and interpreted those findings by relating them with the principles of the communicative language teaching approach which were proposed by the theorists. From the findings and its dicussion, the overall implementation of Communicative Language Teaching (CLT) in teaching English bussiness letter writing which is reffered to the theories proposed by Hong (2008) can be seen.

A. Findings

a. Data Description

As a vocational high school, SMKN II Bukittinggi prepares the students with the ready-used skills to be in their real life as they graduate from the school. The same as the purpose of teaching the ready used skills, the teaching of English in this school is also aimed to enable the students to use the language as a mean of communication in both spoken and written form either in their working field and their daily life. Therefore, the teachers of English are equipped with the communicative syllabus as their guidance in designing the classroom instruction. The syllabus is referred to the curriculum for vocational high school (see appendix 3), which is more focused to the functional English. Not only for the speaking, the functional writing is also the main focus for the English subject. Functional writing means any form of writing aimed to pursue a direct communication between two of more people.

The type of functional writing taught to the XII grade students of SMKN II Bukittinggi are any kinds of business letters which include complaint letter and its reply, the letter of inquiry and its reply, letter of order and its reply and the application letter and its reply. The main purpose of teaching those type of business letters is to equip the students who are going to graduate. The detail of how the three teachers teach the business letters are described in the data description. As it has been mentioned previously that there were two kinds of data collected during the study, from the classroom observation and from the interview.

a). Data from the classroom observation

a. The teacher A

On the classroom observation that the researcher conducted on the 26th of September 2011 at Hotel I class, the teacher A began the class by asking the students to do the daily routines such as read the holy Quran and pray. After that the teacher checked the students' attendance. Next, the teacher asked one of the student to distribute the students's homework, related to the material given in the previous meeting. The teacher reviewed again about the previous lesson and there were some students who asked questions. The discussion lasted for about fifteen minutes.

After the discussion, the teacher introduced the new material to the student, it was about writing an application letter. The teacher brainstormed the students' background knowledge about the material, by asking them about when, why, and to whom an application is written. After explaining about when the application letter is written, what is the purpose, what is the reason or what it is based on, and to whom the

application letter is addressed, the teacher explained about the elements or parts which should be included in an application letter.

The teacher drew the example of the letter on the white board, in a paper look box. She started to write down the elements such as, the date, the salutations, and others. By involving the students, one complete example of application letter was presented on the whiteboard. After that, the teacher explained about some language features which which is involved in writing an application letter, such as the grammar, the terms which are usually used and the mistake that people usually make in writing and application letter. Then, the teacher asked if there was any question from the students.

After answering some of the students' questions, the teacher reconcluded the material. Then she asked the students to sit in group of four. Next the teacher wrote an example of a job vacancy on the white board. She wrote as the following :

Kompas, 24 Novemer 2011
The Hill Hotel
Dibutuhkan karyawan/karyawati sebagai receptionist dengan persyaratan:
1. bisa berbahasa inggris aktif dan pasif
2. tamatan SLTA sederajat
3. dll
Silakan antarkan surat lamaran anda ke.....

Then, the teacher asked the students to write down the application letter based on the job vacancy on the whiteboard, in group of four. The teacher asked the students to write it together whithin the group, by roling the paper, from one member to the other after discussing it. To sign the each student's work, the she asked the every member of the group write with different colour of ink, so that the teacher can identify each student's work. While the students were working, the teacher walked around the

classroom and assisted whoever needed her help. That activity lasted until the end of the meeting that day, then the teacher asked the students to submit their work. Before leaving the class, the teacher asked the students to look for a job vacancy from any sources and bring them to the class in the next meeting.

After finishing teaching in the class XII Hotel I, the teacher moved to class XII Hotel II. In this class, the researcher observed that the teacher did the similar activity. Unlike in the previous class, in this class the activity was not completed because the teacher spent some time in solving one of the students' cases.

On the 30th of September 2011, the researcher reentered the teacher's A class and observed that the teacher continued teaching about the same letter. The teacher gave some comments and explanations about the students' previous grouped writing work. Then, there was some discussion took place for a while.

After that, the teacher asked the students about the job vacancy that was assigned in the previous meeting. The teacher asked the student to write down the application letter based on the job vacancy they brought. The activity took place for about thirty minutes. Once they finished, the teacher asked them to submit it and the teacher continued to speaking activity.

In an informal discussion with the researcher, the teacher said that she does the similar things in teaching other letters. The difference is that sometimes she uses media such as laptop, but some other time she does not use other supporting media. Beside the data from the classroom observation above, the researcher also gathered some data from the interview. The transcription of the interview recording can be seen on Appendix 1.

b. The teacher B

The first classroom observation that the researcher conducted in teacher B class was on the 27th of September 2011 at 08.30 am at XII PKA class. PKA stands for *Pendidikan Akutansi* or the accounting major. Because that was the first class meeting hour, so the teacher B began the class by doing the pre teaching activity, such as reading the holly Quran, pray together and checked the students' attendance for that day.

After doing the routine of pre-teaching activity, the teacher handed in the students' homework from the previous meeting. After distributing the students' homework, the teacher introduced the new material to the students. It was about writing a complaint letter. The teacher explained about the letter to the students, for example how, when, and the purpose of writing it. After explaining about the elements of the complaint letter, the teacher explained about the language features in writing the letter.

The teacher explained about the form of the sentences which were used in writing a complaint letter, which was adjective clause. The teacher then checked the students understanding about the clause. Realizing that the students did not really understand about it, the teacher turned the teaching from complaint letter to the adjective clause. Then, the teacher explained about the definition of adjective clause a little bit. After that, she asked the students to do an exercise from the book about writing an adjective clause. The book used was *Get along with English for Vocational high school XII, Intermediate Level, written by Entin Sutinah, 2009 and published by Erlangga*. The teacher asked the student to do the exercises individually, and the teacher walked around the class and watched the students' work.

While working on the exercise, one of the students asked a question to the teacher. Yet, the teacher did not answer the question, she said “ kerjakan dulu apa yang kalian

bisa". It means, just work on the item that you can do first. Then the student continued his work.

When the time given for the exercise was over, the teacher explained more about the clause by giving some more examples on the whiteboard. Then, she asked one of the students to write down her sentence number one on the white board, but she made a mistake. Finally, the teacher re-explained and did the exercise number two from the book, together with the students. Then she gave some more time for the students to continue or revise their sentences. After that, the teacher asked the students to write down their sentences, one by one on the white board, and checked them together. From what they wrote on the whiteboard, it seemed that most of the students still made some mistake on the exercise. After finishing the exercise from the book, the teacher asked each student to write ten adjective clauses on a piece of paper. When the time was over, she asked the students to submit it and she took them with her.

Furthermore, the next observation that was conducted by the researcher was on the 3rd of October 2011. The researcher entered the same class from the previous week. The teacher began the class by discussing the students' exercise from the previous meeting. She distributed the paper to the students. It seemed that she did not satisfy with the students score from the exercise, then she re-explained about the adjective clause. More explanations and more examples were given. While she was explaining, the researcher noticed that some students kept chatting and ignored the teacher. The teacher did not show any reaction of the students' ignorance and she kept explaining to those who listened and paid attention to her. Finally she ended the explanation by confirming the students that they have already understood about the adjective clause.

Next, the teacher continued explaining about the complaint letter. She did not spend so much time in explaining about the letter, but just asked the students to look at the example from the textbook. Then the teacher asked the students to work in pair discussing and writing down a complaint letter. She asked the students to write based on the situation written in the textbook. While the students were working on their writing, the teacher walked around the class and helped those who got confused. Finally, the teacher asked the students to submit their writing and ended the meeting that day.

c. The teacher C

The researcher observed the teacher C's class on September 29th 2011 at class XII PKA 2, from 08.50 am up to 10.10 am. The teacher started the class by reminding the students that there was a question in the previous meeting that the teacher could not answer because of the limitation of time. She repeated the question and answered it and explained about it.

Then, the teacher started to explain about the new material that she was about to teach that day, it was about reservation. She explained about the information or other things that should be included in a reservation, both for spoken and written reservation. The teacher showed an example of dialogue about reservation. Then she asked the students to write down a dialogue in pair. While the students were writing and preparing the dialogue, the teacher walked around the class to help if the students find some difficulties. The researcher noticed that the teacher always used English, and asked the students to do the same even in discussing with their friends.

After that, the teacher asked the students to practice the dialogue in pair. When the first pair did not practice the way it should be, the teacher stopped them and asked them to go back to their seats. Then, she played a video from her laptop. She used a projector

so that the video can be seen by all of the students. Even the scene was not really clear, but the voice of the people in the video can be clearly heard. The student seemed enjoy the activity. After showing a video, the teacher asked another pair to practice the dialogue in front of the classroom. The activity ended until the end of the meeting that day. Not all the students got the chance to practice their dialogue in front of the classroom.

On the 6th of October 2011, the researcher rejoined and observed the same class. The teacher reminded the students about the previous meeting activity, about reserving in spoken language. Then the teacher started to explain about the reserving and ordering in written form. She wrote the elements that should be included writing the letter on the white board. After that the teacher played a video again by using the infocus. The video was about a travel agent promoting their services. The teacher played the video twice, as it was requested by the students. Finally the teacher asked the students to write a letter to the company that promoted on the screen. She asked the students to write individually. While the students were working, she walked around the class and assisted the students who need her. The activity lasted until the end of the meeting that day. After collecting the students work, the teacher ended the class.

b). Data from the interview

From the result of the interview it was found that all three teachers chosen as the participants of the study have already attended some seminars and workshop on the application of CLT in teaching and learning English. The teacher A said that she attended the seminar in 2009 in University of Yokyakarta. Teacher B and teacher C attended the seminar in 2005 in the school where the study took place.

When they were asked about whether or not they acknowledged the students with the differences of writing in the students' first language and the target language, teacher A said that she applies it. She acknowledged the students with the cultural differences by explicitly let the students know and by asking the students to compare the letters written in both languages so that they know the differences. The same as the teacher A, the teacher B also acknowledged the students about the differences, but different from the teacher A, the teacher B only explained it slightly. Meanwhile, teacher C made the students understand by asking the students to write as they want but later then she told the students about their tendency of writing English as if they were writing in Bahasa. She said “ *di Pre teaching, saya biarkan saja siswa menulis sebisanya, nanti barulah saya jelaskan, misalnya kalau dalam bahasa Indonesia kita menulis begini tapi kalau dalam bahasa Inggris hal-hal seperti ini harus dihindari*”. It means in Pre teaching session I just let the students to write as they could but later I told them that there are some style of writing in Bahasa that should be avoided whenever we write in English.

The three teachers also agreed that they have to give a large of opportunity to write. It is known when the teachers said that they applied the present, practice and produce technique. In presentation teacher explain about the letter, and in practicing and producing the writing is the opportunity for the students to write. Related to the role of the teacher to facilitate the students with the context to base their writing on, the teacher A said “ *ada, kadang-kadang saya kasih topik buat mereka*”, it means yes she provides the context for the students by giving them the topic. Then the teacher B also said that she facilitates the students with the situation as the basis for the students to write as she said in the interview “ *ya, pastinya saya memberikan konteks, contohnya dalam mengajar application letter, saya suruh mereka pura-pura menulis surat lamaran ke*

The Hill Hotel, kemudian pura-puranya orang The Hill membalasnya” . It means” yes I absolutely give the context, for example by asking the students to write an application letter to apply for a job to The Hill Hotel, then as if the company respond to it. In line with the teacher A and B, the teacher C also said that she also gives context before asking the students to write any letter.

Dealing with the role of the students in the classroom activity, it is known that all the three participants of the research have made the students become the actor of writing by asking the mto write. But from the interview it is known that the teacher A did not involve the students in the correcting process. She said that she tends to correct the students work by herself. The reason is simply because in her opinion the students of vocational high school do not have the ability for that. Along with the teacher A, teacher B also said that she did not involve the students in the correcting process due to the limitation of time. Just like the teacher A and B, the teacher C also said that she did apply the self, peer or group correction in the writing class eventhough she did understand the values of it. in the interview she said “ sebenarnya bagus, tapi tidak memungkinkan di sekolah ini karena keterbatasan waktu dan kemampuan siswa untuk menganalisa juga kurang”. It means , indeed it is really good to be applied but beside the time constrain the students also have a low ability in analysing.

The teachers were found have already understood about the concept of authentic material and based on the interview they said that they use the authentic material in teaching english bussiness letter writing. For example, teacher B said “ authentic material itu, materi yang nyata seperti yang asli dipakai, tidak direka-reka, contohnya surat-surat yang asli, pengumuman atau lowongan kerja, dan lain sebagainya” it means authentic material is the material which is real as used in the real life for example, the

real letters, announcement, job vacancy and others”. All the material given to the students are related to the students need as mentioned by the teachers in the interview. The students need to be able to write all of those bussiness letter to support their carrier once they jump into the field in the real life.

Dealing with the third principle of communicative language teaching in teaching English writing, teacher A said that she apply the collaborative working in teaching writing. Unlike teacher B who said “ *kerja kelompok sih tidak, writing kan harusnya sendiri-sendiri*”, means not for group work as writing is supposed to be done individually. Teacher C on the other hand said that she encourage the students to work collaboratively. As she said in the interview “ *biasanya saya suruh siswa kerja kelompok dan barulah sendiri-sendiri*” means, “ I usually ask the students to work in group before asking them to work individually”. The three teachers also said that they do assist and evaluate the students during the process of writing. They also give chances to the students to ask questions related to the material given. Next, from the interview it was found that the teachers did not encourage the students to write outside the classroom. Teacher A said that she did not encourage the students to write outside the classroom because it is not mentioned in the syllabus. The same things goes to the teacher B and the teacher C. Teacher C said “ *tidak, karena walaupun disuruh mereka tak akan kerjakan, jadi percuma saja*”. It means no, she did not ask the students to write outside the classroom. She added, even if she asked the students will not do it.

Finally, dealing with the integration of the four basic skills in English and the integration of the language features involved in certain form of writing, the teachers said that they do integrate the the skills in English as stated by one of the teacher in the interview “ *Secara tidak langsung, semua skill itu memang sudah terintegrasi tanpa*

disadari, tetapi tetap ada fokus khusus terhadap skill apa yang diajarkan saat itu, kalau fokusnya writing maka sebanyak mungkin kesempatan yang ada digunakan untuk menulis, tapi sebelum menulis mereka kan harus reading dulu, kemudian hasil dari tulisan mereka di praktekan maka jadilah speaking and listening kan?'". It means all the skills are actually automatically integrated, but there should be more emphasize to certain skill which become the main focus for example on the writing skill. From the interview it was also known that the teacher presented the language features as one unit by giving model or example of the complete form of the letter.

b. Data Analysis

Based on the data description above, it can be seen that there were some of the principles of CLT which have been implemented by the teacher the way it supposed to be, but there are also some of them which have been missed. Furthermore, how do the teachers applied the principles of the CLT in teaching the English bussiness letter writing is described as the following.

a. Teachers should understand the cultural differences between the students first language and the target language.

Dealing with this principle, the teacher of English should familiarize the students with the difference of writing in English and writing in their first langauge. As it has been discussed in the previous chapter that,one of the components of the communicative language teaching is the sociolinguistic comptence. This competence should be also developed in teaching English writing. The findings related to this principle is described as the following.

In a classroom observation, the teacher A explained slightly to the students about the difference of writing an invitation letter in Bahasa Indonesia with writing an

invitation letter in English. In Indonesian language, she explained to the students, we usually write down many forewords which are not related to the main intention of the letter. This ineffective and long forewords is actually based on the consideration of our culture.

In line with what the teacher explained to the students in the classroom, in the interview, teacher A taught the students about the difference of writing in the two languages. “If in Indonesian language we tend to write a long opening, in English we should come to the point and avoid such a long ineffective introduction, after that I also explain to the students about the influence of culture to the writing style” she said in the interview. From the result of the observation and the interview, it seems that the teacher A has already applied this principle .

Next, teacher B acknowledged the students with the difference of writing in their first language and in English by asking the students to compare the example of the letters. Before coming to a new topic, the teacher asked the students to find the example of the letter, some students find the one with Bahasa Indonesia and some other students find the English version. Then in the classroom, the teacher shows the two kinds of letters to the students, and compares them. As seen in the observation that the teacher asked the students to bring the examples of letters in both Bahasa Indonesia and in English.

Furthermore, teacher C said that in pre-teaching session, she just let the students to write freely based on what ever they have in mind. After finishing their writing, then the teacher can see the tendency of the students writing, that it translates the Indonesian version into English. After that, the teacher explains to the students which of the things that is usually used in the Indonesian writing which should be avoided in English

version in order to avoid the misunderstanding. By doing so, the teacher said, the students can learn from their own mistake.

From the explanation above, generally the three teachers have already applied the principle of acknowledging the students with the structural and the cultural aspects of writing in the student's first language and writing the functional writing in English.

b. The roles of the teacher, the students and the material should be adjusted in order to fit the the process of writing

One of the most important principle in CLT is how the role of teacher, students and the material should be in order to achieve the maximum result of the language teaching and learning process. As it has been explained in the previous chapter, based on the principle of communicative language teaching the teacher should be the facilitator for the students in the learning process. It is expected that the teacher facilitates the students with plenty of time to work on themselves under the guidance of the teacher and facilitate the students with the context to based their writing on.

From the classroom observation, the teacher A for example, she generally spent around ten to fifteen minutes to explain about the writing in front of the classroom. Then she asked the students to practice the writing, in group, pair or by his and herself. Beside facilitating the students with the time to write, the teacher A also give context for the students to base their writing on. It is seen when she wrote down the example of the job vacancy on the white board and asked the students to write a letter based on that. What she did in the classroom was inline with what she said in the interview session.

Unlike the teacher A, who provided the students with plenty of time to write, the teacher B did not give so much time for the students to work on their own. The teacher tended to spend most of the meeting time to explain about the writing and discussed about the example of the writing. The teacher only provided less than half of the

meeting time for the students to write. From the observation it was seen that the teacher was still the center of the class activity and was still dominant in the classroom. In the interview session though, the teacher said that she gives a large opportunity for the students to write, however when the students face the similar mistake repeatedly, so it is needed to be explained. Teacher B also did give context for the students to write, as what she said in the interview session.

Teacher C, different from the teacher B, the teacher C has already applied the principle. She applied that by implementing PPP technique (Presentation, Practice and Production). At the beginning of the meeting she only explained a little bit to the students and gave the examples, then she asked the students to write from the technique she was using, it could be seen that the role of the teacher was only the facilitator because she provided the plenty of time for the students to experience the language by practicing their writing then finally produced a complete and good piece of writing. As she said in the interview, in the classroom observation it was also seen that the teacher gave the context for the students in writing.

As the adjustment of the teacher's role, the students's role also hold an important aspect in applying the principle of communicative language teaching in the teaching of English functional writing. The student should be the center of all activity in the learning process. Instead of becoming the passive listener of the teacher explanation, the students should be actively participated in experiencing the language. Related to this principle, the finding is described as the following.

Based on the classroom observation that the reseacher conducted in the three classroom where the three teachers teach, it can be concluded that the two teachers,

namely teacher A and teacher C have already applied the principle in a good way. As for the teacher B, the principle has also been applied but not maximumly. As it has been mentioned previously, teacher B still tend to spend most of the meeting time by explaining. Even sometimes the researchers noticed that while the teacher was busy explaining in front of the class, the students were busy with their own, and the teacher kept continuing her explanation by ignoring the students who did not pay attention. But the teacher B still gave the opportunity to write in the classroom. Based on the result of the interview, the all three teachers agree that in teaching English functional writing, the students should be given as much as time as possible to write, while the teachers only guide them and assist them at anytime they need her.

As for involving the students in the correction process, From the classroom observation it seems that none of the three teachers applied that. The teachers explained the various reason on why they did not apply that as they stated in the interview session. The reasons for not applying that are, the limitation of time and the students lack of ability in analysing ones' work.

Finally, the adjustment of the role of the teaching and learning material also determine the language teaching and learning result. Based on the principle of communicative language teaching, the material should be authentic. From the interview result, it was found that the teachers of English at SMK N II Bukittinggi, have already understand the concept of authentic material. As observed in the teacher A classroom activity the teacher asked the students to write down an application letter based on the existing job vacancy. It is also seen when she asked the students to find out the job vacancy of their own. This is inline with what she said in the interview about her

concept of the authentic material. The material she gave was also related to the students need especially for those who were about to graduate from the school.

The teacher B, has also already understood with the term of authentic material. In her opinion means authentic material is the real one, which is not fake, for example, the real letters, announcement, video and others. In line with the teacher B, in teacher C understanding, authentic material is the real material which is good, interesting, meaningful and useful for the students. However from the observation, teacher B did not seem like using the authentic material in teaching. It is observed when she asked the students to write as it is said on the textbook. It goes without saying that the materials given were fit with the students need.

From the explanation above, it can be concluded that the two teachers as the participants of the research have already understood about the concept of the authentic material and have tried to apply that in teaching writing. However, one of the teacher did not really apply that even though she understood about the concept.

c. The teachers should incorporate the process of writing with the product of writing

This principle deals with how the teacher can teach the students about the importance of the writing process toward the quality of the product of writing. It goes without saying that the process how the learning of writing influence the the result of the writing process. Thus, by understanding and applying this principle, it is expected that in learning to write the functional writings, the students should not only focus on the product of writing but also the whole processes that they have to get through to come to the ability to produce a good piece of functional writing. Related to this principle, there

are five things that the teachers of English should consider and the findings of the research rely of the five consideration as the following explanation.

First, the teacher should be creative in designing any meaningful interesting writing activity in order to grab the students' attention and to motivate the students to write. Such an interesting writing activity can prevent the students from being bored. From the observation, teacher A applied this principle in a good way, as a result along the observation it can be seen that all the students seemed enjoy the classroom activity, the chain writing for example. Only a few of the students who talk to the friends about other things which was not deal with the learning material.

Teacher B, on the other hand, applied the conventional way of teaching English writing. From the observation it was seen that she spent a very long time, explaining in front of the classroom and give very little time for the students paractice the writing. As a result, the students tend to busy with themself, not really paid attention to teacher's explanation.

Different from the teacher B, the teacher C designed a very interesting activity in the classroom. Instead of giving a long explanation, teacher C showed a video everytime she come to a new writing topic. Then the teacher asked the students to write based on the video. This activity were enjoyed by the students, especially when the videos were being played.

The second point related to the incorporating the process of writing and the product of writing is that the teacher should encourage collaborative learning. As it has been mentioned previously, collaborative learning is very good to be applied in language classroom.

Teacher A and teacher B agreed that the collaborative learning are very effective to be applied even in teaching English functional writing. As the teacher B stated in the interview” *kerja kelompok itu bagus, pertama saya suruh siswa belajar di kelompok besar dulu, setelah itu kalau memungkinkan di pair-pair dan setelah itu barulah mereka bekerja sendiri-sendiri*”. She said that the group work is good to be applied, as in her class she often asked the students to work in pair before coming to the individual writing. While teacher C did not encourage the students to have a collaborative learning in writing. In the interview the teacher C said that she never apply the collaborative learning in writing because according to her writing should be done individually. She added that the limitation of time is also one of the major factor that make collaborative learning hard to be applied in the classroom.

The third point related to incorporating the process of writing with the product of writing is that in the process of learning the writing should not focus on the grammar only but also to the meaning or message which the students try to conveyed. As it has been mentioned in chapter two, there are many language features which are involved in producing a clear,fluent and effective communication of ideas. The grammar aspect is only one among all of the other important features such as the purpose,the audience, the content, and others, so, focusing on teaching grammar only will not guide the students to achieve the goal of learning the writing skill.

Dealing with the principle, the teacher should motivate the students to learn to communicate their ideas through writing, for example by giving as many chance as possible for the students to do a free writing. Then later, the teacher can teach them about the grammar implicitly or explicitly, so that their writing can be gramatically accepted.

Along the classroom observation was conducted, the researcher noticed that teacher A did not center the teaching of writing to the teaching of grammar. She only explained a little bit about grammar, and she focused on the types of information which should be included in certain types of the letter. She reviewed some of the grammar mistake from the students' writing and wrote some notes on the students' work. She also took less than five minutes to explain about the grammar mistake which is mostly found, but when some students asked question about it she explained more.

Unlike the teacher A, in teaching certain form of letter, teacher B tends to spend plenty of time to explain about grammar. In the classroom observation which was conducted on 26th of September 2011, when the teacher B was teaching about writing a letter of inquiry, the teacher spent almost the whole one meeting explaining about grammar. One of the sentence form which is usually used in the letter of inquiry is the adjective clause, hence the teacher drilled the students with many examples of adjective clause. From the observation, the teacher seemed did not apply the principle of to put meaning before grammar, but gave more focus on teaching the grammar itself.

Next, the same as the teacher A, the teacher C did not spend too much time in explaining certain grammar features to the students. She tended to explain about the content of the letter and gave a model to the students on how to write the letter. The teacher C also gave plenty of time for the students to write the first and the second draft before coming to the final draft of the letter. Related to the grammar, teacher C did an exactly same way as the teacher A, that is by evaluating students work and re-explained briefly to the students about the grammar mistake that the students mostly made.

The fourth point, related to the incorporate the process of writing with the product of writing principle is the teacher should encourage the students to write not only in the

classroom but also outside the classroom. As it has been mentioned previously that the activity of writing should dominate the meeting. However, beside facilitating the students to write in the classroom, the teacher should also encourage the students to write outside the classroom. Yet along the classroom observation took place, none of the teachers encourage the students to write outside the classroom.

In the interview, when the teacher A was asked about whether or not she encouraged the students to write outside the class, she said “ *nggak ada, karena nggak ada dalam kurikulum*”. It means that the teacher did not encourage the students to write outside the classroom because it is not in the curriculum. The same as the teacher A, the teacher B also did not encourage the students to write outside the classroom. She said “ tidak, soalnya percuma saja, mereka juga tidak akan lakukan”, it means, it will be vain to ask them to write, because they will not do it. Then teacher C also said that she never encourage her students to write in English outside the classroom. She believes that the students will not do it, because their abilities are too low in writing.

The last point which is related to incorporate the process of writing with the product of writing is that the teacher should allocate some time for the students to ask question about the writing and evaluate and assist the students along the process of writing. Based on the classroom observation , the three teacher gave the opportunity for the students to ask question. Sometimes, they ask if the students have question after explaining orr after showing the example to the students and some other time, the teachers gave the students to ask questions at the end of the meeting. The teachers also evaluated and assisted the students along the process of writing in the classroom. It was seen from the classroom observation as it is known from the result of the interview.

d. The four basic skills in English should be integrated one to another

Based on the classroom observation teacher A began the class by gathering the students' background knowledge about the material. The teacher mostly used Indonesian language in explaining the material to the students. Then, the teacher showed the example to the students. After that the teacher asked the students to write the similar. At some occasions, the teacher asked the students to write in group. Finally the teacher asked the students to write by themselves and the product of the students' writing were taken home by the teacher to be corrected. By doing so, it can be seen that the teacher A has applied the principle. She trained the student's speaking skill when she asked the students' background knowledge about the material. The reading skill was trained when the teacher asked the students to read the example she showed them. The listening skill was trained when she explained and finally the writing skill was trained by the writing activity.

In an interview teacher B said that indeed all the four basic skill are automatically integrated in teaching and learning process, but more attention should be given to certain skill which become the focus of learning at that time, for example if the focus is writing skill, the bigger chance is given for the students to write. But before writing, she added, the students should read first, then when the result of their writing are presented that involves the speaking and the listening activities.

Furthermore, the teacher C began the class by telling the students about material which is going to be learned that day. Before playing the video, the teacher asked the students to pay more attention to the messages which are included along the conversation in the video. Then the teacher played the video about ordering a hotel

room by a foreigner and one of the telephone operator of a hotel. The teacher played the video twice, based on the students' request.

Then the teacher asked the students to list down the information or the messages which are involved in the conversation, she also listed the information on the whiteboard. Next, the teacher asked the students to work in pair, to make their own dialogue based on the example from the video. Then the teacher asked view pairs of the students to practice the dialogue in front of the classroom. Then the teacher introduced the written form of the communication which is related to the video which was the letter of order. The teacher gave some explanation about the letter, the teacher asked the students to write down the letter and include all the information which have already been listed. The important information which were included in the spoken form should also be included in the letter of order.

B. Discussion

After analysing the data, the researcher found that the English teachers of SMKN II Bukittinggi, have not applied all the principles of communicative language teaching proposed in the study yet. Eventhough all of the participants in the research have already attended some seminars and workshop about applying the communicative language teaching approach in English classroom, but some of them still faced problems implementing some indicators of the CLT principles in teaching process. Below, four indicators are discussed further.

The first indicator, that is teachers should comprehend the cultural differences between the students first language and the target language (Han, 2007; Hong, 2008; Raharjo, 2010), have already been understood and applied by all the participants of the reaseach. All the three teachers have already designed all the purpose of the materials

which relate to the cultural differences. In other words, all three participants of the research acknowledged the students with the cultural differences of writing in the students' first language and in English. They did it by various ways. For instance, one of them asked the students to compare the way the letters are written in Indonesian language and how they are written in English by taking the samples of the the letter in both languages. The other teachers just told the students about the differences of the first language and target language cultures.

In line with the first indicator, the fourth indicator regarding the integration of the four basic skill in English teaching as suggested by Hong (2008) and by Morrow (1981) is well implemented. The teachers have included speaking, listening, and reading in the process of writing although the focus of the lesson is writing. The three teachers have already applied it in different ways. They believed that the four skills listening, speaking, reading and writing skill cannot be separated on each other. They integrated all the skills but focused more on the skill becoming the main focus on that meeting.

The third indicator (i.e. teachers should incorporate the process of writing with the product of writing) (Han, 2002), on the other hand, have not been fully applied by all the participants yet. For example, the three teachers did not encourage the students to write outside the classroom. They found it difficult to find some activities to allow their students to practice their writing. Another interesting finding is what happened with teacher A and the teacher C. Both of them agree that they should not have spent too much time explaining about certain form of writing but provided as much chance as possible for the students to do the writing activity. Their understanding of the principle could be seen along the classroom observation. Teacher B, on the other hand, still spent too much time in explaining and provide a very little chance for the students to

write the letter itself. From the observation, it could also be seen that the students were not enjoying the class.

In addition to the third indicator, the three teachers focused on the product of the students' writing only. The teacher A encouraged the students to have a collaborative learning as in line with what Shinobu (1996), Savignon in Murcia (2001), Angliskim (2005) found in their research that group and pair working is highly valued and have been proven to be effective in many contexts as a way of providing the students with the opportunities and motivation for communication. The same thing goes to the teacher B, even though she said that the time is the main obstacle in designing collaborative learning activity, but she still found a chance to apply it sometimes. Meanwhile, the teacher C did not encourage the students to have a collaborative learning, because in her opinion, writing is a solitary activity which can only be done privately. This phenomenon shows that the teacher C has a misconception about the value of collaborative learning in the teaching and learning process.

The last indicator is that the roles of the teacher, the students, and the material (Han, 2002). Here, the teacher A and the teacher C have applied the the three sub-indicators. They acted as the facilitator, and let the students be the center of the learning process who dominate the class and they used authentic material. They collected the material from the real letters, from internet and others. Moreover, they also used the learning materials which met the students' needs. All the functional letter which are taught to the students will be very useful for them once the graduate from the school, especially for their careers. However, teacher B on the other hand seemed like applying the conventional way of teaching where she still becoming the center of the teaching

and learning process. The teacher B, dominated the class by spending too much time to explain, even the students did not pay attention.

Regarding the roles of students in correcting their mistakes in writing process, from the findings, none of the teacher taken as the participants of the research involve the students in the correcting and evaluating process. This finding is not inline whith the theory proposed by Han (2002) and Chaudron in Murcia (2001) who agree that one students' mistake can be valuable source of learning. Beside the limitation of time constraint, the three participants did not apply the the principle due to the ability of the students which is considered very low.

From the explanation above, it can be concluded that the teachers of English who teach the XII grade students of SMKN II Bukittinggi have not fully and significantly applied the indicators of the CLT principle yet. They have applied first and fourth indicators of the CLT in varying ways. However, the second and third indicators were not applied due to some problem which were raised from the teachers, the students and the time constraint.

C. Limitation of Research

This research described the implementation of communicative language teaching approach in teaching English bussiness letter writing to the twelfth grade students of SMKN II Bukittinggi. The findings were analyzed based on the experts' theory in chapter II. However there are some limitation of the research due to the inaccessibility of the writier.

1. The observation were only conducted for couple of times for each classes because of the time constraint given by the teachers to the researcher.

2. The research was only about how do the teachers implement the communicative language teaching in teaching english bussiness letter writing, not other kind of writing.
3. The findings cannot be generalized to all English teachers of SMKN II Bukittinggi, because the participants were only those who teach the twelfth grade.

CHAPTER V

CONCLUSION, IMPLICATION AND RECOMMENDATION

A. Conclusion

The research was intended to find out how the English teachers at the vocational high school, SMKN II Bukittinggi, have applied the principles of communicative language teaching in teaching bussiness letter writing. It was done to three English teachers, as the participants of the reasearch, who teach the third grade students of that vocational high school.

Based on the result of the findings which have been explained in the previous chapter, it can be concluded that the principles of communicative language teaching approach have not been fully applied by the English teacher yet, especially in teaching English bussiness letter writing. Two of the principles have been well applied. For examples, that teachers should comprehend the cultural differences between the students first language and the target language and the integration of the four basic skill in English teaching are implemented in different ways with the teachers.

However, there are some other principles which have not been implemented in the process of teaching writing due to several problems which come from the students as well as the teachers such as that teachers should incoporate the process of writing with the product of writing and the roles of the teacher, the students, and the material.

B. Implication

From the finding of the research which was done at the twelfth grade students of SMK N II Bukittinggi, the researcher can derive some implications dealing with the process of teaching and learning English. Firstly, the CLT principles are suitable to be

applied in teaching the functional writing such as bussiness letter writing. Secondly, when the teacher presents the material in a creative way, such as with the video, the students are more interested in learning, eventhough their ability in English is considered low. Finally, employing collaborative learning in writing class, enlive the classroom atmosphere and encourage the students to interact in English too.

C. Recommendation

Based on the result of the research, the researcher would like to recommend the following suggestion:

1. Teachers should be able to create kinds of interesting classroom activities in teaching English bussiness letter writing.
2. Teachers should involve the students in the correction process especially in teaching English bussiness letter writing.
3. Teachers should always encourage the students to write in English in both outside and inside the classroom in order to make the students becoming a competent English bussiness letter writer.
4. Those who are involved in designing the curriculum for vocational high school should allocate more time especiallly for teaching the English bussiness letter writing because this skill is very important for the students in their future career.

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Appendix 1. Interview Script

Interview script

Questions:

1. Pernahkah ibu menghadiri seminar atau workshop mengenai penerapan communicative language teaching approach ?
2. Apakah menurut ibu kurikulum yang dipakai di sekolah ini sudah kommunicative?
3. Menurut pendapat ibuk apakah tujuan pengajaran English writing? Writing yang bagaimanakah yang diajarkan?
4. Bagaimanakah cara ibuk mengajarkan English writing ke siswa?
5. Bagaimanakah cara ibuk mengembangkan kemampuan writing siswa?
6. Bagaimanakah cara ibuk mengevaluasi setiap langkah yang dilakukan siswa dalam setiap tahap proses menulis.
7. Apakah di kelas ibuk mencoba membuat situasi dimana anak bisa melakukan komunikasi dalam bentuk tulisan dalam arti sebenarnya, seolah-olah kegiatan seperti itu mereka lakukan di kehidupan nyata?
8. Bagaimanakah ibuk menyikapi kesalahan yang dilakukan siswa dalam proses menulis?
9. Apakah ibuk mendorong anak untuk melakukan peer correction atau group correction?
10. Dalam mengajarkan English writing, ibuk mengintegrasikan juga skil-skill bahasa inggris yang lain? Bagaimana?
11. Bagaimanakah ibuk mendesign kegiatan di kelas dan bagaimanakah peran ibuk dalam selama kegiatan itu berlangsung?
12. Selama proses kegiatan belajar berlangsung, apakah ibuk lebih banyak menyuruh anak bekerja lebih banyak atau ibuk cenderung lebih banyak menerangkan?

13. Bagaimana ibuk menyikapi perbedaan antara penulisan functional writing di dalam bahasa Indonesia dengan penulisan dalam bahasa Inggris?
14. Materi seperti apakah yang biasa ibuk gunakan dalam pengajaran writing?
15. Bisakah ibuk menjelaskan tentang authentic material?
16. Apakah ibuk biasa menggunakan media dalam proses mengajar.

Teacher A

R : pernahkah Ibuk mengikuti seminar atau workshop tentang penerapan Communicative language teaching dalam pengajaran bahasa Inggris?

T : Sebelumnya saya nggak pernah ikut workshop atau seminar tentang pengajaran bahasa Inggris, tapi pada tahun 2009, saya dikirim ke Yogyakarta. There I was the best in teaching speaking. The lecturer from UNY asked me how do you teach English?, It's different from the others. I remember my professor said to me, I should teach clearly, fluently, understandable, fun, not serious and communicative.

R : menurut ibu CLT itu seperti apa?

T : menurut saya bagus sekali. Dalam menerapkan CLT kita bisa gunakan dua bahasa, jadi kalau siswa nggak ngerti bahasa Inggris ya kita gunakan bahasa Indonesia supaya komunikasinya tetap jalan.

R : menurut ibuk, kurikulum yang dipakai disekolah ini sudah communicative atau belum?

T : oh yes, sudah. Berbeda dengan SMA di SMK kami memang memakai communicative curriculum. Teknik pengajaran yang kami gunakan yaitu PPP (presentation, Practice and production) itu komunikatif kan?

R : Bisakah ibuk menjelaskan tentang pengajaran English writing bu?

T : oh ya, disini kita mengajarkan functional writing, bukan academic writing, karena anak-anak ini dipersiapkan untuk dunia kerja langsung. Misalnya invitation letter, application letter dan lain-lain. Jadi jenis writing yang bermanfaat untuk menunjang karir mereka nantinya.

R : apakah tujuan ibuk mengarahkan English writing kepada siswa?

T : ok, misalnya mengajarkan invitation letter ya , kalau speaking nya tujuannya adalah the students are able to invite someone in spoken form dan in writing, the stuesnts are able to write an inviatation letter and how to reply an invitation letter.

R : dalam mengajarkan functional writing ini apakah ibuk mengajarkan bagian-bagiannya secara terpisah satu- persatu atau ibuk mengeajarkannya sebagai suatu kesatuan yang utuh?

T : saya ajarkan satu- persatu. Misalanya, bagaimana menulis pembukaannya dulu, dan seterusnya.

R: Bisakah ibuk jelaskan bagaimana ibuk mengakarkannya?

T : Ok, first, I show one of the example of application letter. Saya tanya, have you got? Have you written? Kemudian saya terangkan , ini lo openingnya, ini bodynya, ini closingnya. Ini kata-kata yang bisa digunakan dalam opening, body dan closingnya. Kemudian anak kerjakan sambil saya pandu, kadang-kadang saya suruh mereka kerja kelompok. Kemudian saya suruh anak kerjakan sendiri tanpa saya pandu lagi. Dan hasilnya baru saya koreksi.

R : selama kegiatan mereka menulis dikelas apakah ibuk bantu mereka?

T : selama proses practice, iya saya pandu mereka mereka dan pada production tidak.

R : Bagaimanakan ibuk mengevaluasi tulisan siswa? Apakah ibuk melibatkan siswa dalam peroses koreksi?

T: oh, saya periksa sendiri, lalu saya buat catata-catatan kecil dibawahnya, baru saya kasi skor. Tidak saya tidak melibatkan siswa dakam mengkoreksi karena ya,, taulah kemampuan siswa SMK tidak sama dengan siswa SMA.

R: apakah ibuk mendesign suatu role play atau memeberikan susatu bentuk situasi sebelum siswa menulis satu jenis functional writing tertentu?

T : ada kadang-kadang , cuman role play agak susah buat mereka jadi saya lebih sering kasih tema yang familiar buat mereka.

R: apakah Ibu mendorong siswa untuk menulis diluar jam pelajaran?

T : gak ada, karna dalam silabusnya gak ada.

R : materi yang bagaimanakah yang biasa ibu pakai untuk mengajar?

T : yang authentic tentunya.

R: menurut ibu, materi yang authentic itu seperti apa?

T : misalnya saya mau mengajarkan invitation letter. Ya, saya bawa invitation letter yang asli, bukan yang ada di buku. Itu dia authentic material. Kalau saya tidak punya ya saya suruh siswa yang bawanya dalam bahasa indonesia juga boleh.

R: bagaimana ibu menjelaskan mengenai perbedaan penulisan surat misalnya dalam bahasa indonesia dengan dalam bahasa inggris?

T : Iya saya ajarkan, kalau dalam bahasa indonesia banyak basa basinya, kalau dalam bahasa inggris kan to the point aja. Jadi saya cari di internet saja dan saya bawa ke kelas supaya bisa dibandingkan. Soalnya kalau cari yang benar-benar asli itu kan susah. Setelah itu saya terangkan masalah perbedaan culturenya,

R : apakah ibu biasa memakai media dalam mengajarkan writing?

T : oh iya, biasanya saya pakai laptop, picture kadang game-game.

Teacher B

R : Pernahkah ibu mengikuti seminar/pelatihan mengenai pengajaran bahasa inggris yang communicative?

T : pernah, ya pernah. Tahunnya gak ingat tapi pernah. Terakhir pelatihan itu diadakan disekolah kita oleh tim dari widiyaswara, tentang communicative language teaching , tahun 2005 kalau tidak salah.

R : Menurut ibu CLT itu apa?

T: ya, seorang guru mengajarkan berbahasa ke anak se natural mungkin baik secara lisan maupun tulisan dengan bahasa yang berterima.

R: Bagaimana pendapat ibuk mengenai kurikulum yang dipakai di sekolah ini?

T: ya, kurikulum yang kita pakai tidak sama dengan kurikulum SMA dan disini lebih kepada dunia kerja. Kurikulumnya di buat sekomunikatif mungkin sehingga nanti terpakai oleh mereka dalam bekerja.

R: bagaimanakah pendapat ibuk mengenai pengajaran English writing and apakah tujuannya?

T: Di SMK writing yang diajarkan lebih kepada functional writing. Jadi diharapkan anak setamat dari SMK mereka mampu berkomunikasi dalam bahasa inggris secara lisan dan juga tulisan. Dalam tulisan misalnya mereka diharapkan mampu merenspon kalau mengenai letter misalnya yang diperlukan ditempat mereka bekerja kelak.

R : dalam mengajarkan satu bentuk functional writing misalnya, apakah ibuk biasa mengajarkan bagian-baiannya secara terpisah atau dalam satu kesatuan yang utuh?

T: biasanya saya langsung mengajarkan contentnya secara keseluruhan dengan memberi contoh. Tidak dipisah-pisah.

R: bisakah ibu menjelaskan, bagaimana ibuk mengajarkan writing di kelas?

T: biasanya saya suruh siswa membawa surat-surat dari tempat mereka bekerja (karna sebahagian dari siswa disini ada yang sudah bekerja) atau dari tempat magang mereka. Lalu kami diskusikan bersama dikelas.

R: apakah ibuk sering menerapkan kerja kelompok dalam proses pengajaran writing?

T: oh iya, biasanya kelompok besar dulu, setelah itu suruh mereka bekerja berdua-dua(pair) dan setelah itu barulah kerja individu.

R: bagaimanakah peran ibuk selama proses mereka menulis berlangsung?

T: ya, saya jalan'jalan melihat mereka bekerja dan membantu siapa siapa yang menemui kesulitan selama menulis.

R : bagaimanakah ibuk mengevaluasi atau menilai kerja siswa? Apakah ibuk biasa melibatkan siswa dalam proses koreksi?

T : saya buat format penilaian . nilainya berdasarkan poin kelengkapan, misalnya untuk opening poinnya segini, contentnya segini, lalau nanti di totalkan. Saya kasih skor aja. Tidak, soalnya waktunya tidak cukup.

R: bagaimanakah ibu menjelaskan tentang perbedaan gaya bahasa misalnya dalam penulisan bahasa Inggris dengan bahasa Indonesia?

T: ya, dari surat-surat yang mereka kumpul-kumpul diberitahukan, inilah yang terbaru dan ini bedanya bahagian-bahagiannya dengan surat dalam bahasa kita. Intinya saya kasi tau secara umum aja.

R: Materi seperti apakah yang biasa ibu gunakan dalam mengajar?

T: buku, pegangan siswa, bahan dari internet dan materi yang authentic lainnya.

R: menurut ibuk apakah yang dimaksud dengan authentic material?

T: yang nyata, tidak dibuat-buat, contohnya surat-surat yang asli, pengumuman, video dan lain-lain.

R: Apakah ibuk mengintegrasikan semua skill bahasa inggris dalam mengajar writing?

T: secara tidak langsung memang sudah terintegrasi tanpa disadari, tapi tetap kita ada fokus utama tentang skill apa yang diajarkan saat itu. Misalnya kalau fokusnya writing skill maka sebanyak mungkin kesempatan yang ada digunakan untuk kegiatan menulis. Tapi sebelum menulis mereka kan harus reading dulu juga dan hasil tulisan mereka di presentasikan jadilah speaking and listening, iya kan?

R: Apakah ibuk biasamemberikan situasi kepada siswa dan menyuruh siswa menulis berdasarkan situasi itu?

T: ya, pastinya, contohnya dalam mengajar application letter, saya suruh siswa pura-pura menulis surat lamaran ke hotel The Hill dan kemudian purak-puraknya orang The hill membalasnya dan seterusnya.

Teacher C

R: Pernahkah ibuk mengikuti seminar/workshop atau pelatihan mengenai pengajaran bahasa Inggris khususnya tentang penerapan communicative language teaching?

T: Pernah tahun 2005 yang diadakan di sekolah kita ini. Kemudian penataran di LPMP dengan orang P4TK dari Jakarta tahun 2008.

R : Bagaimanakah pendapat ibuk mengenai CLT?

T: Ya, banyak yang mengira kalau CLT itu hanya cocok untuk pengajaran speaking saja, padahal CLT itu sebenarnya sangat bagus untuk pengajaran semua skill dalam bahasa Inggris. CLT itu sendiri adalah bagaimana cara kita mengajarkan kepada siswa supaya berjalan fungsi bahasa itu sebagai media untuk berkomunikasi berupa speaking, writing, listening dan reading.

R: Menurut ibuk apakah tujuan dari pengajaran English writing di SMK ini?

T : Kalau di SMA pengajaran writing itu lebih cenderung kepada academic writing, dengan mengajarkan siswa tentang jenis-jenis dan bentuk-bentuk text yang disebut dengan genre. Tadi kalau di SMK siswa diajarkan tentang functional writing, yaitu bagaimana melalui satu bentuk tulisan kita dapat langsung berkomunikasi. Functional writing itu misalnya application letter, invitation letter, bahkan personal letter.

R: bagaimana menurut ibuk tentang tujuan pengajaran writing itu sendiri?

T : ya, tujuannya adalah supaya siswa bisa menuliskan kembali bentuk-bentuk functional writing yang diajarkan nanti kalau mereka sudah benar-benar dalam dunia kerja. Seperti di jurusan sekretaris misalnya, mereka bisa membuat surat lamaran dalam bahasa Inggris, merespon surat-surat orang yang berbahasa Inggris. Dengan kata lain membuat mereka mengetahui apa yang belum mereka ketahui, memampukan mereka membuat sesuatu yang sebelumnya mereka belum atau tidak mampu.

R : bagaimanakah ibuk mengajarkan writing kepada siswa dengan menerapkan prinsip-prinsip CLT?

T: pertama saya berikan pertanyaan-pertanyaan yang mengarah pada satu jenis functional writing itu , misalnya invitation letter. Tahap ini disebut dengan pre, kemudian kita tanya apakah pernah membuat surat undangan , apa-apa saja jenis undangan yang pernah mereka tulis, kemudian guru berkata “ today we are going to talk about the invitation letter”

R: bagaimanakah ibuk mengajarkan feature-feature atau bahagian-bahagian dari satu bentuk functional writing? Diajarkan sebagai satu kesatuan atau secara-terbpisah-pisah?

T: ok, contohnya invitation letter saja ya, Ibuk tanya siapa yang bisa membuat invitation letter pake bahasa Inggris atau bahasa Indonesia dulu. Setelah mereka tulis dipapan tulis ibu terus tanya , ini (bahagian) ini namanya apa?. Nah, setelah mereka tahu, bahagian-bahagiannya barulah dibahas secara lebih detail misalnya apa-apa saja yang bisa digunakan sebagai headingnya, sebagai kepala suratnya, isisnya dan bagaimana bentuk formal dan bentuk yang tidak formalnya.

R: teknik pengajaran apakah yang ibuk terapkan dalam mengajar bahasa inggris, khususnya writing?

T: kami semua disini memakai teknik PPP seperti yang sudah dijabarkan di syllabus dan lesson plan yang sudah kami design bersama-sama. Sama juga dengan teknik yang pakai pre,whilst sama post itu.

R: kalau di whilst nya biasanya kegiatannya seperti apa?

T: ya di whilst ini kita terangkan tentang salah satu dari bentuk writingnya, misalnya application letter, seperti apa, apa saja jenisnya, formatnya, dan pemilihan kata yang tepat atau bahasa yang bagaimana yang dapat digunakan. Di postnya baru saya suruh siswa membawa job vacancy , pelajari dan buat lah application letter berdasarkan job vacancy yang mereka bawa masing-masing.

R: apakah ibuk mendorong siswa untuk bekerja kelompok?

T: berkelompok sih tidak. Karena writing itu kan harusnya sendiri-sendiri..

R: bagaimanakah peran ibuk selama kegiatan writing mereka berlangsung?

T: selama siswa menulis ya saya memonitor aja, kalau saya lihat banyak yang salah ya saya jelaskan.

R: Bagaimanakah ibuk mengevaluasi wriring siswa?

T: Ibuk minta mereka menulis, kemudia ibu check secara langsung. Beberapa hasil wriring mereka ibuk koreksi langsung dikelas, yang lainnya ibuk check dirumah ibuk fokus kepada dimana mereka banyak membuat kesalahan . pada pertemuan berikutnya ibuk kembalikan pada mereka dan ibuk menjelaskan kembali tentang kesalahan umum yanga mereka buat, apakah pemilihan katanya, grammarnya dan sebagainya.

R: jika siswa membuat kesalahan dalam proses menulis apakah ibuk langsung mengkoreksinya dan bahagian manakah yang ibuk utamakan dalam mengkoreksi siswa tersebut.

T: sebenarnya ketika siswa saya suruh mereka menulis, pada umumnya mereka menulis di kertas buram dulu, setelah itu diperlihatkan kepada saya, setelah saya kasih tanda bahagian yang salah dan mereka perbaiki barulah mereka salin ke kertas yang baru. Namun ada juga yang langsung mengumpulkan pada saya setelah habis jam pelajaran jadi kalau saya tidak sempat periksa face to face ya saya bawa pulang dan koreksi dirumah.

R: bagaimana menurut ibuk tentang peer atau group correction?

T: sebenarnya bagus, jadi siswa akan lebih jeli melihat kesalhan tulisan temannya sehingga ia tidak akan melakukan kesalahan yang sama, tadi sistem ini tidak memungkinkan karena keterbatasan waktu, dan kemampuan siswa menganalisa juga kurang. Ibuk juga memeberi tau kesalan mereka itu persisnya dimana, jadi ibuk tidak sekedar kasih nilai saja, supaya siswa tidak lagi membuat kesalahan yang sama setelah ibuk menjelaskan tentang kesalahan ynag mereka buat.

R: ketika ibuk mengajarkan writing skill apakah ibu mengintegrasikannya dengan skill-skill yang lain?

T: oh, kalau itu sih di listening biasanya ibu bisa mengintegrasikan dengan writing (tulisan), dengan spesaking (ucapan) . dulu pernah ibuk cobakan dulu hasil writing

siswa di presentasikan tapi hasilnya yang pintar bisa ngerti dan yang lain gak ngerti, ya jadi mubazir aja kegiatan ini.

R: materi yang bagaimanakah yang biasa ibuk gunakan dalam mengajarkan English writing?

T: materinya bersumber dari buku, ada juga dari internet, kadang ibuk suruh siswa mencari cari surat yang berhubungan dengan yang akan diajarkan dan dibawa pas ketika materi itu diajarkan jadi mereka langsung bisa lihat dan mempelajarinya kalau perlu mencontohnya.

R: menurut ibuk authentic material itu seperti apa?

T: ya, materi yang nyata, tidak direka-reka. Kadang saya sendiri yang cari di internet soalnya kadang-kadang mencarinya susah. Jarang juga kan di bukitinggi surat lamaran misalnya, yang berbahasa inggris. Setelah dapat kadang saya menayangkannya di laptop untuk dipelajari bersama-sama.

R: bagaimana ibuk menyikapi perbedaan budaya aca cara menulis dalam berbahasa inggris dengan budaya luar?

T: di pre teaching, saya membiarkan saja dulu siswa menulis seperti apa yang mereka bisa, nanti barulah saya jelaskan, misalanya kalau di Indonesia kita biasa menulis seperti ini tapi kalau menulis di dalam bahas inggris hal-hal seperti ini harus dihindari, dan sebagainya

Appendix 2. Indicators of CLT

The Indicators	The Sub-Indicators	Teachers		
		A	B	C
1. Teachers should understand the cultural differences between the students first language and the target language.	The teacher should familiarize the students with the difference of culture of writing in Bahasa Indonesia and in English.	√	√	√
2. The roles of the teacher, the students and the material need to be adjusted in order to fit the process of writing.	<p>a. Teachers should facilitate the students with a large opportunities to write.</p> <p>b. Teachers should facilitate the students with the context as the basis for the students to write.</p> <p>c. Teachers should treat the students as the actor of the writing activity.</p> <p>d. Teachers should involve the students in the correction process.</p> <p>e. Teachers should be able to use the authentic material and appropriate media in developing students writing skill.</p> <p>f. Teachers should provide the students with the meaningful material which relates to the students' need.</p>	√	-	√
3. Teachers should incorporate the process of writing with the product of writing.	<p>a. Teachers should create meaningful and interesting classroom activity for writing.</p> <p>b. Teachers should encourage collaborative learning.</p> <p>c. Teachers of writing should focus on the meaning not only the grammar.</p> <p>d. Teachers should give chances for the students to ask question related to the material and</p>	√	-	√
		√	√	-
		√	-	√
		√	√	√

	<p>evaluate and assist the students during the process of writing.</p> <p>e. The teacher should encourage the students to write not only in the classroom but also outside the classroom.</p>	-	-	-
4. The four basic skill in English should be integrated one to another.	The teacher should include speaking, listening reading and the writing itself in the process of writing even the focus if one of the skill.	√	√	√