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CHAPTER I

INTRODUCTION

A. Background

One of expressive skill in learning an English language is writing. Writing is learned at school, and school writing goes to someone with authority who will give an evaluative judgment. To master this skill the students should know how to write well. No doubt that it is the most difficult skill for learners to master[1].

Meanwhile, curriculum based-competence demands that the students of Senior High School should master English in written form. It is not only writing skill, but also reading, listening and speaking. Because the crucial priorities, they should be acquired by students. However, the success of the accomplishment of these four skill are not easy. Especially in writing skill, the students are demanded to create readable and understood text with correct rules. Based on the researcher's experience, writing seems to be the most complex among other skill. Most of students must get difficulties in mastering this skill.

Generally, when the students take a writing class, they might be bored to write or just write indifferently. The main problem is some students assumed that they could not write because they have lack of vocabularies so that their ideas could not come and flow.

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[1] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practic,* (USA : Cambridge University Press,2010) , p.303

On the prior observation, this phenomena also occurred at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo, which the students assumed that they could not write because they have lack of vocabularies, they have no idea to write, consider what should they write, how to start writing, put or consider the spelling, punctuation, word choice, and so on. Beside, when the teacher asked them to write with their own word or created their original handwriting, they could not finish or just ignore the task. Then, the effective ways to get a good score without think too much, some students tried to cheat their friends' works or pasted the passages and paragraphs in the book. Moreover, less curiosity to write might result they will face difficulties to get the good written text. Then, the most harmful they did not have encouraging to write. The result, they write but they could not create the readable text from their writing.

Of course, if schools are involved in intellectual development, they are inherently involved in emotional development. Learning is likely to be more effective if the teachers help to minimize stress and fear at subjects and provide a positive learning environment that is motivating to students[2]. Minimizing students' uninteresting in writing, the teacher is better involving the students to express their ideas "Here's something on my mind that I'd like to tell you." rather than say "Is this alright?" when they are in writing class.

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[2] Christina Hinton et al, "*Brain Research, Learning and Emotions: Implications for Education Research, Policy and Practice"*. European Journal of Education, Vol. 43, No.1.(UK : Blackwell Publishing Ltd, 2008), p.90

Thus, to motivate students in writing, the researcher offers using their emotional aspects by expressing their mood as the first step in creating text. Mood can be defined as way you are feeling at a particular time[3]. Humans might have different moods every single day. Their thought and feeling reflected in their mood. Some people can express their mood directly through spoken language but others may have opposite. In this case, to encourage the students in writing, they need to express what they thought and feeling in their writing because it may flow their ideas, they had no anxiety in the rules and grammar, then they do not need to cheat because they focus on expressing what they are feeling and transform it in written text. So, the aim is how to encourage the students to write without under the pressure of correctness. The correctness will take after do some practices in writing.

This assumptions increase the researcher's curiosity to find out the other way to encourage students in writing. Then, the researcher conducts the research under the topic "**Teaching Writing Through Expressing Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo"**

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[3] Larnes Martin, *Oxford Learner Pocket Dictionary Third Edition*, (Oxford : Oxford University Press, 2005), p.278

B. Problem Statement

Based on the importance of the research and the effort to improve students' understanding, the researcher would like to formulate the problem of the research as follows:

"How can expressing mood encourage The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo to write?"

C. Objective of the Research

Every research definitely has its purpose. In fact, the purpose provided the basis for a research. On the previous days, the researcher has determined the purpose of this research. The research aims to identify how can expressing mood encourage The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo to write.

D. Significance of the Research

Through this research, the researcher certainly will get the information and determine the conclusions of the research, beside the information can be utilized as some suggestions for people are followed below:

1. For the student

a. The students will be able to enrich their vocabularies, especially feelings and expressing vocabularies.

b. The students will realize that writing is not just talent but it takes practice

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c. The students will be more attracted in learning English without pressure feeling and forced to achieve competence in understanding because they express their ideas refer to their mood or feeling in writing text.

2. For the teacher

a. The teacher could use to motivate the student to learn more in writing, start from their personal writing.

b. Teaching writing based on students' mood, so it will be able to increase students' interesting.

c. The teacher would not worry, if there are some students ignore the class because all the students do writing like write their dairies. Applying this strategies also can keep the efficient of time in the class.

E. Scope of the Research

This research is intended to present some matters about teaching writing through expressing daily mood at the Eleventh Year students of Madrasah Aliyah Negeri (MAN) Palopo. The researcher focused on expressing students' mood in written text as the mean to encourage them in writing.

F. Definition of Term

To get general understanding about the aim of the title of this research, the researcher gives operational definition as follow :

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1. Teaching is a process to give someone knowledge or to train someone or others in order they understand[4]. Teaching at school means the teachers transfer their knowledge by guiding and instructing them with the effective ways to make them understand. The teachers take role as facilitator in teaching and learning process.

2. Writing is a process of expressing ideas or thought in words that should be done at our leisure[5].

3. Mood is the expression of human emotion or feeling to others include facial expression, gestures, tone of voice and other sign of emotion[6].

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[4] *CAMBRIDGE Advanced Learner's Dictionary*, (3rd Edition, UK : CAMBRIDGE University)

[5] Sutanto Leo, et al, *English for Academic Purpose Essay Writing*, (Yogyakarta. Penerbit Andi, 2007), p.1.

[6] Howard Adelman and Linda Taylor, *Affect and Mood Problems Related to School Aged Youth*, (Los Angeles : School Mental Health Project, 2008), p. 2.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Previous Studies

There are few researchers who have conducted previous researches aimed improving students' writing skill :

a. Martha Cristina Piovesanm in her thesis which the title : The Importance of Free Writing in Teaching English as A Foreign Language: A Case Study in A Brazilian Classroom. She concluded that English teachers need to understand that students' goal in mastering a second language is just reached in practice, when they are exposed to real situations, inside the classroom and in many other kinds of situations outside it. Then, EFL students that do not have constant contact with people that dominate the language can feel their real development and comfort in using the new language. Otherwise, it is always very important to put the classes content in practice in all possible occasions. Considering writer's experience, as an English teacher, one of the reasons of students' difficulties in writing in a second language is because they do not read even in their mother language consequently, they do not like to write. So, it is necessary to plan all the classes and to have re-disposition in putting it in action and the most effective way to do that is through free writing[1].

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[1] Martha Cristina Piovesanm, *The Importance of Free Writing in Teaching English as A Foreign Language: A Case Study in A Brazilian Classroom*, (University Federal de Santa Catharina, 2007), p.34

b. Hamed Barjesteh in his thesis which the title : The Effect of Diary Writing on EFL College Students' Writing Improvement and Attitudes. He states that diary writing can be a very productive and creative pre-writing activity for a writing classroom. As different topics are assigned, writing a diary may foster reading and encourage students to read different topics/books/articles to gain ideas for the content and this may develop their reading as well as writing skill. This study by emphasizing diary writing, that is a free writing where students can write freely without fear of being evaluated, paves the way for planning a communicative course of writing and can have a significant impact on EFL learners' attitudes towards writing.[2]

2. Some Pertinent Ideas

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a. Writing Skill

1) Definition of Writing

Some concepts of question tag are taken from different references will be discussed below:

[2] Hamed Barjesteh, *The Effect of Diary Writing on EFL College Students' Writing Improvement and Attitudes*, (Iran : Islamic Azad University, 2011) , p.146

According to Leo, writing is a process of expressing ideas or thought in words that should be done at our leisure[3]. Writing must be enjoyable as long as the writer have ideas and the means can be understood. Writing activities that help the beginning writer and offer support, repetition and guidance.

Writing is essential to thinking and learning. As a strategic, problem-solving process, writing is a key element of communication and a critical part of comprehension[4]. In addition to being a developmental basic skill, writing is also indispensable to critical, ethical, and creative thinking. Writing proficiency enables individuals to learn, make connections between their own and others' experiences, create meaning, and evaluate information.

Mark, Luuk and David state that writing is the fact that involves the creation of an autonomous cognitive object, which can be stored and accessed independently of its creator[5].

Writing skill by Diana Hanbury is a comprehensive writing program for beginning, struggling, at-risk or reluctant writer. Writing skill provides special

IAIN PALOPO

[3] Sutanto Leo, et al, *English for Academic Purpose Essay Writing*, (Yogyakarta. Penerbit Andi, 2007), p.1

[4] *Montana Standard for Writing*. Download on January 23rd 2013

[5] David Galbraith et al. *Writing And Cognition: Research And Applications*, (Netherlands : Elsevier Ltd, 2007), p.1

instruction in spelling, handwriting and keyboard and addresses important skills that many writing curricula take for granted[6].

The goal of writing instruction at all grade levels is to enable all students to write clearly and effectively. While final drafts should be mechanically correct, good writing includes much more: organization, development of ideas with supporting detail, sentence fluency, word choice, and voice. Writers need many opportunities to write and revise their writing. As writers gain control of language, they discover the power of writing to communicate.

2) Type of Writing

(a) Narrative Writing

Narrative writing is defined as relating a sequence of events which occurs over some period of time. Both what happens and the order in which the events occur are communicated to the reader. Effective narrative requires a writer to give a clear sequence of events (fictional or non-fictional) and to provide elaboration for it.

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(b) Descriptive Writing

Descriptive writing is defined as the clear description of people, places, objects, or events using appropriate details. An effective description will contain sufficient and varied elaboration of details to communicate a complete sense of the subject being described. Details used are usually sensory ones selected to describe vividly what the writer sees, hears, smells, touches, and tastes.

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[6] Diana Hanbury King, *Writing Skill*, (2nd Edition, USA :Educator Publishing Service, 2000), p.2

(c) Expository Writing

Expository writing is defined as presenting reasons, explanations, or steps in a process. Logical order should be used with appropriate sequencing of ideas or steps in a process. Effective expository writing should contain a main idea, supporting details, and a conclusion.

(d) Persuasive Writing

Persuasive writing is defined as presentation of reasons and examples to influence action or thought. Effective persuasive writing requires a writer to state clearly an opinion and supply reasons and specific examples that support that opinion.

3) The Component of Writing

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There are five components of writing, they are mentioned as follows :

(a) Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are at last think that can be measured in connecting with component, the composition should contain one central purpose only should be developed.

(b) Organization

In organization of writing concern with the way he writes, arrange and organize the ideas or the message in the writing the purpose of organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

(c) Vocabulary

The effective use the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the component of writing to express ideas, the writer always deal with to compose what they are going to say, because s/he feels difficult to choose which the appropriate word that will help the writer to compose his/her writing and also make readers easy to understand.

(d) Language Use

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of producing grammar. The writers should not be able to do anything more than litter separate items of language function. And also grammar can help students improve the use of formal language.

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(e) Mechanics

There are two parts of mechanic in writing, namely function and capitalization. Function important as the way to clarify the meaning. In English writing capital letter have to participate first they used to distinguish between

particular and thing second, it used adjective, act. This aspect is very important since it leads reader to understand or recognize immediately what the writer means to express definitely[7].

4) The Stages of Writing Process

Writing is a long and winding process. In managing this process, there are certain steps that can take every time to begin an assignment. These steps will help to maximize efforts and make meaning out of the chaos and disorder that often appears when first embarking on any assignment[8]. They are followed below :

(a) Planning

Planning is state of stage to find and procedure information in writing when the people begin to write project, people had discovered what is possible. People need to located and explore a variety of subject.

(b) Drafting

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Drafting is a series of stage designed to organized develop a sustained of writing. Once planning has enable people to identify several and encouraged people to gather information on these subject perspective, additional draft can be written that further shape, organize and clarify the work.

(c) Revising

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[7] J.B.Heaton, *Writing English Language Test*. (New York : Longman, 1998), p.148

[8] Dr.Natilene Bowker, *Academic Writing: A Guide to Tertiary Level Writing*, (New Zealand : Massey University, 2007), p.32

Revising is a series of stage designed to examine and re-evaluate the choices that created a place of writing. After people have complete their primary draft, they need to stand back from their text and decade action would seen to be most production[9].

5) Free writing

Free writing is an artificial exercise, but many people learn to use the free writing mode during serious writing projects especially at the exploratory stages[10]. Free writing makes it possible to do nonstop, no-worry writing by removing most of the constraints of normal writing.

There is no such thing as free writing well or badly. Free writing does not have to be true. If something comes to mind that we do not want to write, it is fine to write about anything else like the weather but not stop. It is important to make it clear to students that they have free written perfectly so long as they have not stopped writing.

Regularly, free writing helps train students not just to be braver and more comfortable with writing, but also to know that they never actually run out of words or things to say. It also helps us find good ideas and effective language. And it

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[9] Mc Crimmon and James M, *Writing With A Purpose*, (8th Edition, Houghton: Mifflin company ,1984), p.10-11

[10] Peter Elbow, *Teaching Writing, Teaching Media,* (60 Masonic St., Northampton : Media Education Foundation, 2008), p.30

sometime involves feeling that in order to write. It can take the form of creative writing, diaries, journal writing, dialogue journals, writing a new version of a story, or rewriting the ending of a book.

Thus, Elbow also states how free writing helps students think and write better are explained as follow:

(a) It helps students involve themselves more actively in the ideas and subject matter of the course. During low stakes writing, virtually all minds are actively processing the ideas of the course.

(b) It helps students become more adventuresome and questioning. Free writing increases the chance that they will explore perplexity something they need, not only for the sake of learning but for the sake of greater conceptual depth in their finished essays.

(c) It helps improve students' high stakes writing. In their high stakes writing, they often struggle and produce tangled prose. Free writing (despite carelessness and mistakes) usually fosters a livelier and clearer voice writing as though it came from a person.

(d) It helps students learn to talk to themselves. It educated persons to be able to pursue a train of thinking inside their own heads with no one else to talk[11].

6) Teaching Writing

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[11] *Ibid,* p.47

Teaching writing has greatly improved both native language or foreign language composition pedagogy[12]. However, though students may be much better at invention, organization, and revising than they were before, too many written product are still riddled with grammatical and lexical inaccuracies. No matter how interesting or original a student's ideas are, an excess of sentence and discourse level error my distract and frustrate instructors and other readers. Because this may lead to harsh evaluation of the student's overall writing abilities. Thus, writing teachers, in addition to focus on student's ideas, need to help students develop their writing skill.

As consideration to teach writing, teachers may take attention both those points below :

(a) Types of Classroom Writing Performance

While various genres of written texts abound, classroom writing performance is, by comparison, limited. Consider the following five major categories of classroom writing performance :

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(1) Imitative or Writing Down

At the beginning level of learning to write, students will simple "write down" English letter, words, and possibly sentences in order to learn he conventions of orthographic code. Some form of dictations can serve to teach and test high-order processing as well.

(2) Intensive or Controlled

[12] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching : An Anthology of Current Practic,* (USA : Cambridge University Press,2010), p.328

Writing is sometime used as a production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any creativity on the part of writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example, the may be asked to change all present tense verb to past tense, and so forth.

(3) Self-writing

A significant proportion of classroom writing may be devoted to self-writing or writing with only the self mind as an audience. The most silent instance of this category in classroom is note taking, where the students take notes during a lectures for the purpose of later recall.

Dairy or journal writing also falls into this category. However, in many circumstances a dialogue journal in which a students record thoughts, feelings, and reactions and which an instructor reads and responds too, while ostensibly written for oneself has two audiences.

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(b) Principles for Teaching Writing Skill

(1) Incorporate practice of “good” writers

This first guideline is sweeping. As you contemplate devising a technique that has a writing goal in it, consider the various thing that efficient writers do and see if the technique includes some theses of practice.

(2) Balance process and product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stage in process of composing. At the same time, do not get so caught up in the stages leading up to the final product that lose sight of the ultimate attainment : clear, articulate, well-organized, effective piece of writing. Make sure that students see that everything leading up to this final creation was worth of effort.

(3) Account for cultural/literacy background

Make sure that the techniques do not assume that the students know English rhetorical conventions. If there are some apparent contrast between students' native traditional and those that you are trying to teach, try to help the students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

(4) Connect reading and writing

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Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing or reading the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

(5) Provide as much authentic writing as possible

Whether writing is real writing or display writing, it can still be authentic in that the purpose for writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with the students un the class is one way to add authenticity. Publishing a class newsletter, writing resume, journal writing, all these can be seen as authentic writing[13].

b. Mood

1) Definition of Mood

Mood is way you are feeling at a particular time[14]. It involves human's emotional, which may change every single day. It is a basic psychology emotional states of human that can occur as a reaction to an event. These reactions include happiness, sadness, worried, irritability and so on. Emotions are present in language[15], because mood is emotional state, it is signaled by human through expressions, whether spoken or written language.

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Clark defined mood as the prevailing psychological state (habitual or relatively temporary)[16]. It is further defined as a feeling, state or prolonged emotion

[13] H.Douglas Brown , *Teaching by Principle An Interactive Approach to Language Pedagogy*, (3rd Edition, New York : Longman, 2007), p. 399

[14]Martin, Larnes. *Oxford Learner Pocket Dictionary*. (3rd Edition, UK : Oxford University Press, 2005), p.278

[15]Leonid Perlovsky. *Neural Networks : Language and emotions: Emotional Sapir Whorf hypothesis*. (USA : Harvard University, 2009), p.520

[16]Anita V. Clark. *Psychology of Moods.* Online Google Book on < http : www.neutrino.co.jp/publication/AnitaVClark/Psychology>. Accessed on March 7th 2013

that influences the whole of one's psychic life. It can relate to passion or feeling, humor, as a melancholy mood or a suppliant mood. Mood can affect perceived health, personal confidence, one's perceptions of the world around us and our actions based on those perceptions.

Word of moods or feelings are described as follow :

Afraid, Angry, Anxious, Ashamed, Blue, Bored, Bothersome, Cheerful, Cautious, Confused, Confident, Dizzy, Depressed, Disgusted, Embarrassed, Exhausted, Ecstatic, Enraged, Frustrated, Frightened, Guilty, Hate, Hopeful, Jealous, Lonely, Lovesick, Mischievous, Nervous, Overwhelmed, Proud, Relief, Sad, Shocked, Shy, Suspicious, Sick, Touched and so on.

2) Students' Mood Diversity.

Schools are settings in which considerable socialization takes place. The social and ethical dimensions of students will find there. Then, students do differences in multitude of ways, because of memberships in families, communities or cultural groups. They also learn at unique paces, show unique personalities, and learn in their own ways. All the differences include how students' think, feel and act.

Especially in feeling, students involve their emotional aspect. Emotion shapes and is shaped by cognitive processing[17]. Since it is shaped by cognitive processing, students can learn to regulate their emotions.

IAIN PALOPO

[17] Christina Hinton et al, "*Brain Research, Learning and Emotions: Implications for Education Research, Policy and Practice"*. European Journal of Education, Vol. 43, No.1.(UK : Blackwell Publishing Ltd, 2008), p.91.

Emotions are important in the classroom in two major ways[18]. First, emotions have an impact on learning. They influence ability to process information and to understand accurately what students encounter. Second, learning how to manage feelings and relationships may create positive classroom environment. When the students have these ways, they definitely have some moods which reflect their thought and feeling as a reaction to an event that occur when they are learning, whether it is the subject, teacher, or interaction in the classroom. Different student might have a different mood in every single day, and it can influence their way of learning. Nevertheless, all the differences can make classroom-style teaching more challenging, and they simply enrich classroom life[19].

For these reasons, it is important for teachers to know their students' diversity and to create an environment which provides the optimal learning of students, such as, identifying what students' need, their cognition, even their reflected emotions which called mood.

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3) Mood in writing

Many of the experiment in psychology, especially study on memory and mental associations, involved the use of language. The psychoanalysis and related

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[18] Linda Darling Hammond et al., *Feelings Count: Emotions and Learning*. (Stanford University School of Education), p.90.

[19] Kelvin Seifert and Rosemary Sutton, *Global Text Educational Psychology,* (2nd Edition, Switzerland : Jacobs Foundation, 2009), p.66.

school of thought drew attention to the fact that language is not only related to thinking but also to the affective life of human[20]. This affective aspect also can reflect in expressive skill of language, those are spoken and written language. Specifically in written language, this aspect, included human emotional can express in writing. At school, students learn to write by writing. They need regular opportunities to write in all subjects.

Of course, the difference of students' emotional can create their different mood in learning. This case occurred where numerous students do not feel comfortable to write because they are demanded to create the perfect product of writing but they could not reach the goal. Then, the result, their uninteresting are reflected by expressing their mood diversity during teaching and learning process.

On language's perspective, it is important that writing should have product, but the most important is the process of writing. Firsthand what is like to try to come up 'perfect' final product without the process[21]. Teachers can not force their students to achieve the perfect product, but they should consider their students wants, what they want to write and express in their writing. Helping students in the process means that give them chance to think and feel as they write. Inviting them to express their mood state in writing, while help and guide them in the process. All these points may

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[20] H.H. Stern, *Fundamental Concepts of Language Teaching*. (UK : Oxford University Press, 1987), p. 292.

[21] H.Douglas Brown, *opcit,* p.392

encourage them to write and express their emotional state which the written text as its means.

Expressing emotional in writing has been used by WELLWVU, The Student's Center of Health which states that writing about you is an investment in yourself [22]. Keeping track the emotions and the thoughts that go along with them can be helpful in figuring oneself out. It can help person sees a pattern of his thoughts and moods or can help to see if his feelings are related to an event or dialogue. Chaundra also states that writing can be used as therapy to release emotional[23]. People who write not simple retelling a story, but also infuse what they felt at the time.

On literature's perspective, putting emotions in writing could help the writer to express his thoughts. It requires vibrant scene description infused with thought-provoking narrative[24]. The ability to capture the emotions of a scene made writing more relatable. Though the emotions and writings are raw, these are the baseline elements of great creative nonfiction pieces, whether it is personal essays, radio essays, memoirs, autobiographies, and so forth. This skill can be translated into fiction writing as well. Perhaps the most important writing element that involve mood enables to discover writer's think and feel. The emotions felt in a past experience can be applied to fictional characters, making them all the more real.

IAIN PALOPO

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[22] WELLWVU The Student's Center of Health, *Writing a Mood Diary,* (Virginia : West Virginia University), Accessed on March 11th 2013

[23] Chaundra McGill, *Therapy Achieve Emotional Well-Being through Reflective Writing Therapy*, (USA : Creative Commons, 2009), p.10

[24] *Ibid*, p.17

Then, to encourage students as a beginner in writing, teacher may start from low stakes of writing, such personal writing. Personal writing is natural in many diaries and journals, but it is helping students apply this ability in writing. Personal writing is expression of the writer's ideas or feeling based on his own experience, which written down for sake of his pleasure, families, and friends. According its form personal writing can be classified as follows:

(a) Journal / Diary

(b) Autobiography

(c) Personal essay

Diary writing is considered to be a very personal form of writing. A paper diary is still a popular form of expression of one's thoughts and feelings. Both the young and the old, love to write about their daily activities.

It can be enhanced by imagining a situation and feeling. Though there are no set rules or regulations for writing a diary but there are some features of diary writing needed to be followed to make diary writing more organized, creative, comprehensive and interesting.

It is a good activity both, for those who have writing skills and even for those who want to just vent out their emotions. It is also a good activity for the students who want to write by expressing their mood state in written text. And it is definitely will encourage them to get along with the writing class.

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Teachers do not demand for the perfect writing product from students, but the best way is teachers give guidance along the process of writing. Considering students emotional/mood state and creating positive environment in classroom are not only encourage students to write and come up their ideas but also can help students to regulate their emotion in written texts.

c. Conceptual Framework

This research took students of Madarasah Aliyah Negeri (MAN) Palopo who have already learned English as a foreign language. Writing is one of skill that they should learn and improve. This research conducts which focused on writing skill. The researcher offers teaching writing through expressing daily mood to encourage them to write. Firstly, the researcher will give students some vocabularies of mood, then, to know their ability in writing, the researcher give some topics and the students allow them to write their moods about it, meanwhile, the process of writing can motivate them in writing skill, express their mood state, even help them to do self-introspection at once. Next step, as classroom action research, the researcher will use observation sheets and analysis to identify students' ability and curiosity in writing. As the product, the students are encouraged in writing, be able to organize their ideas and also to do self-writing.

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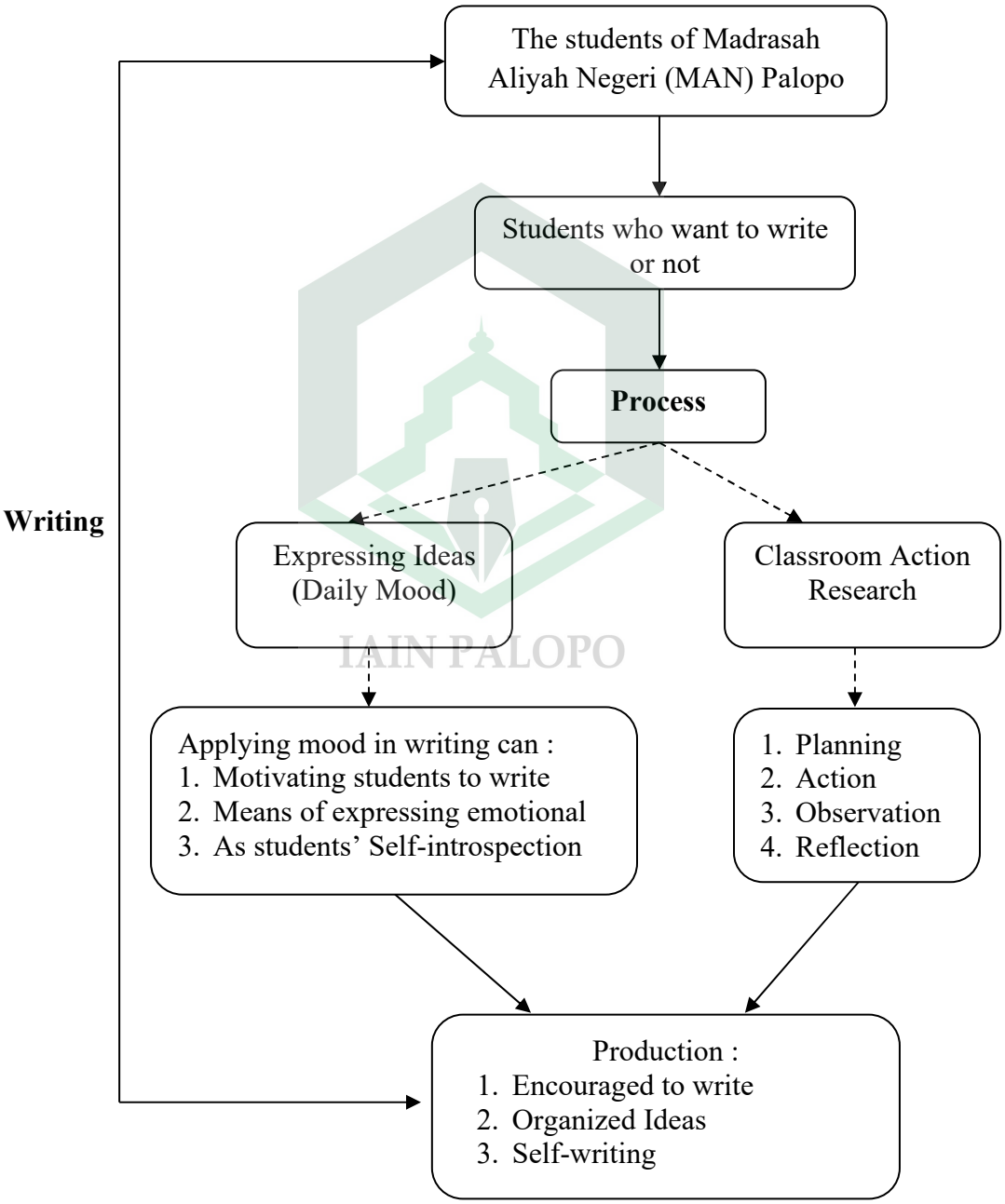
Then, the conceptual framework is described below:



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d. The Concept of Action Research

1) Definition of Action Research

Eileen defines action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research[25]. Action research specifically refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future.

Rust and Clark also states that action research is a rather simple set of ideas and techniques that can introduce you to the power of systematic reflection on your practice. Our basic assumption is that you have within you the power to meet all the challenges of the teaching profession[26].

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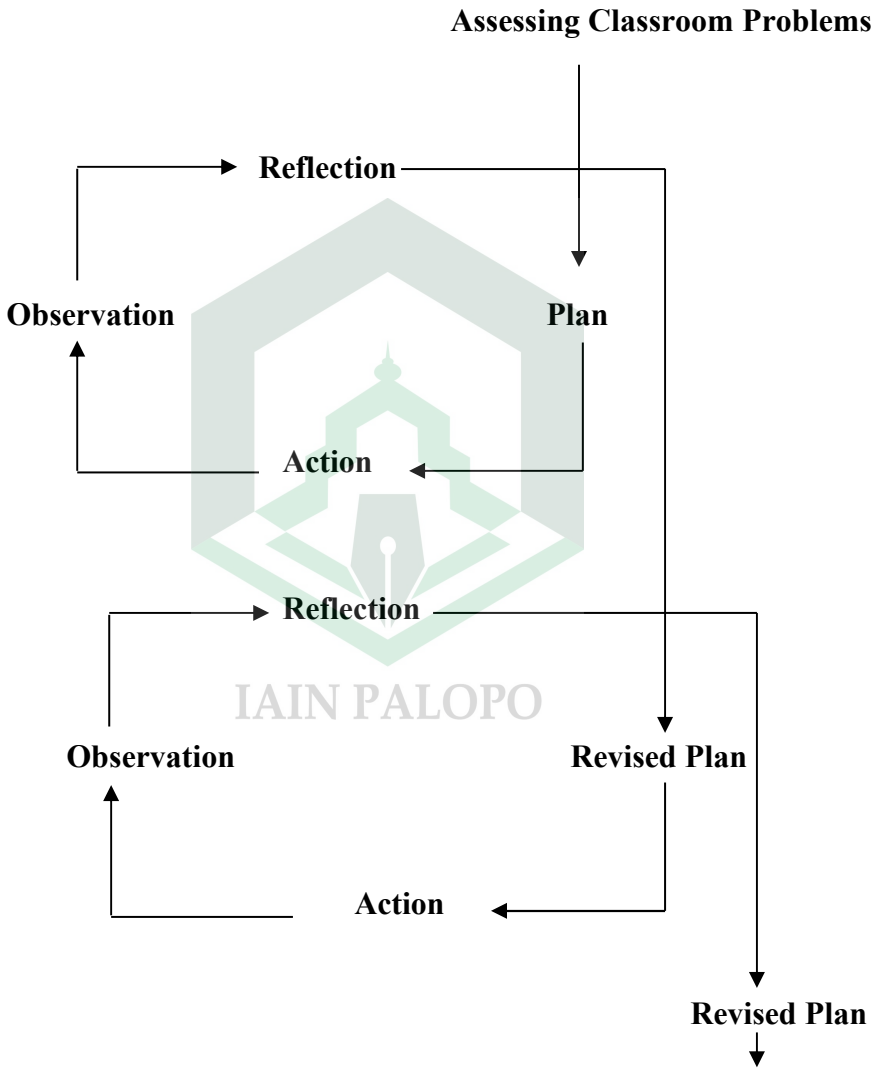
Typically, action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the "research." Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement. Rather than dealing with the

[25]Eileen Ferrance,*Themes In Education Action Research*, (USA:Brown University,2000),p.1

[26] Frances Rust and Christopher Clark, *How to Do Action Research in Your Classroom Lessons*, (USA:MetLife Foundation), Download on March 7th 2013.

theoretical, action research allows practitioners to address those concerns that are closest to them, ones over which they can exhibit some influence and make change.

To achieve these objectives perform the Action Research review process cyclical, which comprises four stages as follows :



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In accordance with the essence of which is reflected by the name of action research spiral, classroom action research can be started from the four phases namely: planning, action, observing, and reflection.

2) Procedure of Action Research

In turn, with a sharper formulation of the problems that can be made diagnosis possible cause of the problem more closely, so there are opportunities to explore alternatives to the necessary remedial action. An alternative to overcome the problem which was considered the best, then translated into the corrective action program will be tested. The experimental results are assessed and corrective action is reflected by reference to criteria-criteria that the desired improvements, which have been set previously.

a) Determination Focus / Issues Research, which includes:

(1) Sensing a problem

(2) Action Research Problem Identification

(3) Problem Analysis

(4) Formulation of the problem

b) Action Plan, which includes:

(1) Formulation of a solution in the form of hypothetical action.

(2) Eligibility Analysis Hypothesis Actions

(3) Preparation Action

c) Implementation of Action and Observation-Interpretation

(1) Implementation Actions

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(2) Observation and Interpretation

(3) Discussion of feedback (reviews discussions)

d) Analysis and Reflection

(1) Data Analysis

(2) Reflection

e) Follow-up Planning

(1) Observation Procedures

(2) Some Action

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Related to the result of the data analysis and findings on the previous chapter, the conclusion of the research was described as follows:

1. As the result of the research, the researcher concluded that the effective efforts in teaching writing by expressing mood were: (a) motivating the students in order do not assume that writing as a burden, (b) gave opportunities to the students to express their feeling and thought freely and do not forget to appreciate their writing, (c) created more attractive and interactive activities in teaching and learning process, (d) observed the students' activities more intense, (e) did an evaluation or explanation in the end of every meeting. Looking up the result of the students' participation, most of the students had positive responses and improvements during the learning process. It proved by where the students involved actively reached 64% during the learning process, then, the questionnaires, where most of students assumed that expressing daily mood can encourage them to write, and their scoring tests where the mean score in the first cycle they got 67,92 and the second cycle they got 78.

Understanding that students' goal in mastering a second language is just reached in practice. Why does not the teaching and learning process involve the real situation to the students, such as expressing their feeling/mood freely whether in learning process or interaction with their friends. Write them on the paper and create

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the readable text by only telling their feeling. By looking up the result of this research, these ways encourage the students to write and stimulates students' interesting, even improve their writing.

B. Suggestion

Refer to the conclusion above, the researcher considered some suggestions that used the attractive activities and interactive strategy to encourage the students' interest in writing by expressing daily mood.

1. For the teachers

The teachers should have some strategies before she/he teaches, such as giving motivation to the students, present material which can stimulate students' interest in learning, applying appropriate method for every activity in the class, both the students or the teacher should involve actively in the teaching and learning process, and the most important, the teachers should always have big curiosity to study English more.

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2. For the students

The students should motivate their selves that writing can be mastery by practicing, so they need to encourage their selves do not be lazy to practice because practice will create the good writing.

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NOTA DINAS PEMBIMBING

Perihal : Skripsi
Lamp. : 6 Eksampler

Palopo, 30 September 2013

Kepada
Yth.Ketua Jurusan Tarbiyah STAIN Palopo
Di-
Palopo

Assalamu Alaikum Wr. Wb.

Sesudah melakukan bimbingan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama	**: Reski Wulandari Achmad**
NIM	**: 09.16.3.0157**
Jurusan	**: Tarbiyah**
Program Study	**: BahasaInggris**
JudulSkripsi	**: Teaching Writing Through Expressing Daily Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo**

IAIN PALOPO

Menyatakan bahwa skripsi tersebut, sudah layak untuk diujikan.

Demikian untuk proses selanjutnya.

Wassalamu Alaikum Wr. Wb.

Pembimbing I

Madehang,S.Ag.,M.Pd.
NIP. 19730615 200003 1 004

CONSULTANT APPROVAL

Thesis Entitled : Teaching Writing Through Expressing Daily Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo.

Written By

Name : Reski Wulandari Achmad

Reg. No : 08.16.3.0157

Study Program : Tadris English

Has been corrected and approved to be examined.

Palopo, September 30th 2013

IAIN PALOPO

Consultant I	**Consultant II**
Madehang,S.Ag.,M.Pd	**Wahibah,S.Ag.,M.Hum**
NIP 19730615 200003 1 004	**NIP 19690504 200312 2 002**

PRONOUNCEMENT

Signature by:

Name : RESKI WULANDARI ACHMAD

Reg .Number : 09.16.3.0157

Study Program : TADRIS INGGRIS

Department : TARBIYAH

With all awareness and consciousness, the researcher who signs bellow, pronounces that this is literary work of researcher herself. If somebody it is proven that this thesis is duplicated, copied or made by the other people as whole or partially, so this thesis caused use this thesis invalid for low.

IAIN PALOPO

Palopo, October 30th 2013

Researcher,

RESKI WULANDARI ACHMAD
NIM. 09.16.3.0157

ACKNOWLEDGEMENTS

Alhamdulillah Rabbil'alamin, the researcher expresses her gratitude to the almighty God that has been given her guidance, inspiration, and good health, so that this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd.) at The State College For Islamic Studies (STAIN) Palopo on the title ***"Teaching Writing Through Expressing Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo"*** could be finished. Shalawat and salam attended to the great prophet Muhammad SAW, peace be upon to him,

The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the researcher would like to express thankful to:

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Finally, the researcher pray to the God, Allah SWT gives regard to all of the people who have helped the researcher. And the researcher hopes this thesis can be useful and give postive contribution for the readers and the others.

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Palopo, October 2013

The Researcher

ABSTRACT

Reski Wulandari Achmad, 2013.*Teaching Writing Through Expressing Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo.* Thesis, English Study Program Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Under Supervisors (1) Madehang, S.Ag., M.Pd., (2) Wahibah, S.Ag., M.Hum.

Key Words : *Writing Skill, Mood.*

This thesis about Teaching Writing Through Expressing Mood at The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo. The problem statement of the research was how can expressing mood encourage the Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo to write? The objective of the research is to identify how can expressing mood encourage The Eleventh Year Students of Madrasah Aliyah Negeri (MAN) Palopo to write. The scope of the research focuses on expressing students' mood in the written text as the mean to encourage students in writing.

This thesis used Classroom Action Research. The subject of this research focused on the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo. The researcher took the students of Eleventh grade of IPA 1 where the number of the students were 14 students. The research conducted in two cycles namely cycle I and cycle II to find out the students' curiosity and ability in writing. Then, the researcher analyzed their score by using scoring classification to know the mean score of the students which explained clearly in discussion.

The result of data analysis explained that expressing mood can encourage the eleventh year students of Madrasah Aliyah Negeri Palopo to write. In this thesis, the researcher offered how if the students used their mood as means to flow their ideas in writing. Thus, the effective ways to encourage them in writing by expressing their mood are (a) motivating the students in order do not assume that writing as a burden, (b) gave opportunities to the students to express their feeling or mood freely and do not forget to appreciate their writing, (c) created more attractive and interactive activities in teaching and learning process, (d) observed the students activities more intense.

Those ways are also proved which can encourage them to write and comprehend what they have done by looking their score in cycle I and cycle II. Their mean score in cycle I is only 67,92 and cycle II the score makes progress to be 78. It means that the students' writing skill at the eleventh year students of Madrasah Aliyah Negeri (MAN) Palopo increased.

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APPENDIX 001

CYCLE I

LESSON PLAN

I. IDENTITY

School	**: MADRASAH ALIYAH NEGERI (MAN) PALOPO**
Subject	**: English**
Class / Semester	**: IX / I**
Year	**: 2012 / 2013**
Duration	**: 6 x 45 minutes**
Meeting	**: I, II & III**

II. STANDARD COMPETENCE AND BASIC COMPETENCE

A. STANDARD COMPETENCE :

Writing

1. Telling meaning in written text of short functional and simple essay in form of narrative, and descriptive and news item in daily life context.

B. BASIC COMPETENCE :

1.1. Telling step and meaning of rhetorical in simple essay accurately, fluent and accepted in daily life context in form of narrative, and descriptive and news item text.

III. INDICATOR

- Identifying verb or adjective of mood/feeling
- Expressing verb or adjective of mood/feeling
- Describing daily mood/feeling by expressing them in the written text

IV. OBJECTIVES

- The students could identify verb or adjective of mood/feeling
- The students could expressing verb or adjective of mood/feeling

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- The students could understand how to describe daily mood/feeling by expressing them in the written text

V. LEARNING MATERIAL

A. BASIC MATERIAL

Making desriptiton text by expressing daily mood

VI. STRATEGI PEMBELAJARAN

A. TEACHING METHODOLOGY : Cooperative Learning

B. LEARNING ACTIVITIES

Activities	Duration
1st Meeting a. Preliminary Activities : • Greeting and praying • Check the role • Giving explanation about target of competence	15 minutes
b. Core Activities: • The teacher divides students into some groups • The teacher shares some papers • The teacher has the students to match the verb of moods/feeling with the correct meaning. • Once in while, the teacher help the students. Meanwhile, the partner is watching the process.	60 minutes
c. Closing : • Concluding • Giving preparation for the next meeting.	15 minutes

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Activities	Duration
2nd Meeting a. Preliminary Activities : • Greeting and praying • Check the role • Giving explanation about target of competence b. Core Activities: • The teacher divided the students in pair groups. • The teacher has the students to wtite or descibe their mood/feeling about "My Unusual Day". • Once in while, the teacher help the students. Meanwhile, the partner is watching the process. c. Closing : • Concluding • Giving preparation for the next meeting.	15 minutes 60 minutes 15 minutes

Activities	Duration
3rd Meeting a. Preliminary Activities : • Greeting and praying • Check the role • Giving explanation about target of competence b. Core Activities: • The teacher gives a test by asking the students to write or describe about "My Classmate" • Meanwhile, the partner is watching the process. c. Closing : • Concluding	15 minutes 60 minutes 15 minutes

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VII.LEARNING SOURCE AND MEDIA

A. LEARNING SOURCE

- Relevan books
- Dictionary
- On line (internet)
- Environment, etc.

B. MEDIA

- Illustration pictures

Mahasiswa,

Reski Wulandari Achmad
NIM.09.16.3.0157

Partner,

Muliana
NIM.09.16.3.0143

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APPENDIX 002

CYCLE II

LESSON PLAN

I. IDENTITY

School	**: MADRASAH ALIYAH NEGERI (MAN) PALOPO**
Subject	**: English**
Class / Semester	**: IX / I**
Year	**: 2012 / 2013**
Duration	**: 4 x 45 minutes**
Meeting	**: I & II**

II. STANDARD COMPETENCE AND BASIC COMPETENCE

A. STANDARD COMPETENCE :

Writing

1. Telling meaning in written text of short functional and simple essay in form of narrative, and descriptive and news item in daily life context.

B. BASIC COMPETENCE :

1.1. Telling step and meaning of rhetorical in simple essay accurately, fluent and accepted in daily life context in form of narrative, and descriptive and news item text.

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III. INDICATOR

- Identifying verb or adjective of mood/feeling
- Expressing verb or adjective of mood/feeling
- Describing daily mood/feeling by expressing them in the written text

IV. OBJECTIVES

- The students could identify verb or adjective of mood/feeling
- The students could expressing verb or adjective of mood/feeling

- The students could understand how to describe daily mood/feeling by expressing them in the written text

V. LEARNING MATERIAL

B. BASIC MATERIAL

Making desriptiton text by expressing daily mood

VI. STRATEGI PEMBELAJARAN

C. TEACHING METHODOLOGY : Cooperative Learning

D. LEARNING ACTIVITIES

Activities	Duration
1st Meeting a. Preliminary Activities : • Greeting and praying • Check the role • Giving explanation about target of competence	15 minutes
b. Core Activities: • The teacher gives the students some illustration pictures (mood/feeling) • Then she has the students to wtite or descibe their mood/feeling according the illustrations • Once in while, the teacher help the students. Meanwhile, the partner is watching the process.	60 minutes
c. Closing : • Concluding • Giving preparation for the next meeting.	15 minutes

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Activities	Duration
2nd Meeting a. Preliminary Activities : • Greeting and praying • Check the role • Giving explanation about target of competence	15 minutes
b. Core Activities: • The teacher gives a test by asking the students to write or describe their feeling/mood during followed her class. • Once in while, the teacher help the students. Meanwhile, the partner is watching the process.	60 minutes
c. Closing : • Concluding	15 minutes

VII.LEARNING SOURCE AND MEDIA

C. LEARNING SOURCE

- Relevan books
- Dictionary
- On line (internet)
- Environment, etc.

D. MEDIA

- Illustration pictures

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Mahasiswa,

Reski Wulandari Achmad
NIM.09.16.3.0157

Partner,

Muliana
NIM. 09.16.3.0143

APPENDIX 003

Observation Sheet
Students' Respondents

Nama sekolah : MAN Palopo
Tahun Pembelajaran : 2013/2014
Kelas : XI/1
Pokok pembahasan : Teaching Writing through Expressing Mood

Siklus I

a. Group

Klp	Nama Siswa	Minat				Perhatian				Partisipasi				Presentasi			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	R 001																
	R 002																
	R 003																
	R 004																
2	R 005																
	R 006																
	R 007																
	R 008																
3																	
	R 009																
	R 010																
	R 011																
4																	
	R 012																
	R 013																
	R 014																

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b. Individual

Klp	Nama Siswa	Minat				Perhatian				Partisipasi				Presentasi			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	R 001																
	R 002																
	R 003																
	R 004																
2	R 005																
	R 006																
	R 007																
	R 008																
3	R 009																
	R 010																
	R 011																
	R 012																
4	R 013																
	R 014																

Ket :

Sangat Baik = Skor 4

Baik = Skor 3

Kurang Baik = Skor 2

Tidak Baik = Skor 1

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APPENDIX 004

Observation Sheet
Students' Respondents

Nama sekolah : MAN Palopo
Tahun Pembelajaran : 2013/2014
Kelas : XI/1
Pokok pembahasan : Teaching Writing through Expressing Mood

Siklus II

a. Group

Klp	Nama Siswa	Minat				Perhatian				Partisipasi				Presentasi			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	R 001																
	R 002																
	R 003																
	R 004																
2	R 005																
	R 006																
	R 007																
	R 008																
3																	
	R 009																
	R 010																
	R 011																
4																	
	R 012																
	R 013																
	R 014																

IAIN PALOPO

b. Individual

Klp	Nama Siswa	Minat				Perhatian				Partisipasi				Presentasi			
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
1	R 001																
	R 002																
	R 003																
	R 004																
2	R 005																
	R 006																
	R 007																
	R 008																
3	R 009																
	R 010																
	R 011																
	R 012																
4	R 013																
	R 014																

IAIN PALOPO

Ket :

Sangat Baik = Skor 4

Baik = Skor 3

Kurang Baik = Skor 2

Tidak Baik = Skor 1

APPENDIX 005

Observation Sheet of Teaching and Learning Process
Teacher Respondent

Nama sekolah : Madrasah Aliyah Negeri (MAN) Palopo
Tahun Pembelajaran : 2013/2014
Kelas : XI/1
Pokok pembahasan : Teaching Writing through Expressing Mood

Siklus I

No	Kegiatan	4	3	2	1
1	Apersepsi				
2	Penjelasan materi				
3	Penjelasan metode pembelajaran				
4	Teknik pembagian kelompok				
5	Penguasaan kelas				
6	Penggunaan media				
7	Suara				
8	Bimbingan pada kelompok				
9	Kemampuan melakukan evaluasi				
10	Memberikan penghargaan individu dan kelompok				
11	Menentukan nilai kelompok dan individu				
12	Menyimpulkan materi pembelajaran				
13	Menutup pembelajaran				

IAIN PALOPO

Ket:
1. Tidak Baik 2. Kurang Baik 3. Baik 4.Sangat Baik

Palopo,……2013
Pengamat,

Muliana
NIM.09.16.3.0143

APPENDIX 006

Observation Sheet of Teaching and Learning Process
Teacher Respondent

Nama sekolah : Madrasah Aliyah Negeri (MAN) Palopo
Tahun Pembelajaran : 2013/2014
Kelas : XI/1
Pokok pembahasan : Teaching Writing through Expressing Mood

Siklus II

No	Kegiatan	4	3	2	1
1	Apresiasi				
2	Penjelasan materi				
3	Penjelasan metode pembelajaran				
4	Teknik pembagian kelompok				
5	Penguasaan kelas				
6	Penggunaan media				
7	Suara				
8	Bimbingan pada kelompok				
9	Kemampuan melakukan evaluasi				
10	Memberikan penghargaan individu dan kelompok				
11	Menentukan nilai kelompok dan individu				
12	Menyimpulkan materi pembelajaran				
13	Menutup pembelajaran				

IAIN PALOPO

Ket:
1. Tidak Baik 2. Kurang Baik 3. Baik 4.Sangat Baik

Palopo,……2013
Pengamat,

Muliana
NIM.09.16.3.0143

APPENDIX 007

Questionnaire

Petunjuk :

1. Bacalah dengan teliti petunjuk kerja sebelum mengerjakan
2. Pada setiap pernyataan disediakan 4 poin yaitu, Sangat Setuju(SS), Setuju(S), Tidak Setuju(TS) dan Sangat Tidak Setuju(STS)
3. Berilah tanda checklist (√)pada pilihan anda

Nama :
Kelas :
Jenis Kelamin :

No.	Pernyataan	SS	S	TS	STS
1	Saya senang belajar writing (menulis) dalam bahasa inggris				
2	Saya mengetahui tahap-tahap dalam writing(menulis)				
3	Saya mengetahui macam-macam writing				
4	Saya rutin berlatih menulis dalam bahasa inggris dua/tiga kali dalam seminggu				
5	Saya senang menulis dengan mengkopi dari buku				
6	Saya lebih suka menuliskan suasana hati saya daripada mengekpresikannya secara langsung				
7	Saya suka menulis semacam diary pada setiap aktivitas saya				
8	Saya lebih senang menulis daily mood (suasana hati sehari-hari) daripada menulis puisi atau surat				
9	Saya antusias jika diminta menulis tentang daily mood (suasana hati sehari-hari)				
10	Mengekspresikan daily mood dapat membantu saya belajar writing (menulis) dalam bahasa inggris				

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APPENDIX 008

Test Cycle I

1. Write down your mood/feeling on the paper about your classmate's character!

Test Cycle II

1. Write down your feeling during followed my class!

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APPENDIX 009

STUDENTS' WRITING IN THE FIRST CYCLE

Respondent 001

IAIN PALOPO

APPENDIX 010

STUDENTS' WRITING IN THE SECOND CYCLE

Respondent 001

IAIN PALOPO