

Structured Writing Assignment: The Teacher's Strategies And The Students' Perception

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Abstract

The structured writing assignment as a learning method in English learning process applied by teacher in the classroom. The research was conducted to know what the teacher's strategies and the students' Perception of the Structured Writing Assignment. this research, the researcher used qualitative research, the researcher used observation and interview in collecting data and the thematic analysis in analyzing the data. The respondents in this research were the students of grade ten of A and B and an English teacher. The results of data collection and the data analysis, it showed that the teacher has applied his own design in implementing the Structured Writing Assignment. Those general steps are: (1) Explained the procedure text in details (2) Giving the themes (3) Giving the time limit (4) Evaluating. The students' perception toward the Structured Writing Assignment were : (1) Assignment which demand the students' autonomy (2) The presence of the Structured Writing Assignment has made the students interested and felt it is like challenging assignment (3) The Structured Writing Assignment as assignment's that can improve the students' vocabularies and grammar capability (4) It can also motivate the students to learn more at home optimally. The students' problems/difficulties in the structured Writing Assignment are: (1) They lack vocabulary (2) The students have less sources to support their assignment (3) The students claimed that the time limit given by the teacher is not enough. The English teacher was expected to developed creativity and created pleasant condition in teaching/learning process. Then, they were also expected to develop the teaching strategy appropriately for students and design it in implementation the Structured Writing Assignment to be more interesting than before.

Keywords: Perception, Writing Assignment, Strategy.

Abstrak

Tugas Menulis Terstruktur sebagai satu metode dalam proses pembelajaran Bahasa Inggris di kelas. penelitian ini merupakan penelitian kualitatif, peneliti menggunakan observasi dan wawancara dan dalam menganalisa data peneliti menggunakan analisis tematik. Responden dalam penelitian ini adalah siswa-siswa kelas X A, B dan satu orang guru Bahasa Inggris. Dari hasil pengumpulan dan analisa data, menunjukkan bahwa bahwa guru telah menerapkan rancangan tersendiri dalam tugas menulis terstruktur. Adapun tahapan-tahapan umumnya adalah: (1) Penjelasan tentang teks prosedur secara rinci (2) Pemberian tema-tema tertentu (3) Pemberian/ penentuan batas waktu (4) Evaluasi. Adapun pandangan siswa terhadap Tugas Menulis Terstruktur adalah: (1) Tugas yang menuntut kemandirian siswa (2) Kehadiran Tugas Menulis Terstruktur membuat siswa tertarik dan merasa ini merupakan tugas yang menantang (3) Tugas Menulis Terstruktur merupakan suatu bentuk penugasan yang dapat meningkatkan kosa kata dan tata bahasa siswa (4) Tugas ini juga dapat memotivasi siswa untuk belajar dirumah secara lebih optimal. Kemudian, Masalah-masalah/kesulitan yang dialami dalam Tugas Menulis Terstruktur adalah: (1) kurangnya penguasaan kosa kata siswa (2) Siswa kekurangan sumber/buku-buku penunjang (3) Siswa menyatakan bahwa alokasi/batasan waktu yang diberikan guru kurang. Guru-guru Bahasa Inggris diharapkan mampu meningkatkan kreatifitas dan menciptakan kondisi yang menyenangkan dalam proses belajar mengajar. Kemudian, mereka juga diharapkan mampu mengembangkan strategi yang sesuai dengan kebutuhan siswa dan merancanganya untuk diaplikasikan sehingga Tugas Menulis Terstruktur lebih menarik dari sebelumnya.

Kata Kunci: Persepsi Menulis Terstruktur Strategi.

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INTRODUCTION

English is one of the language used to connect people from many different backgrounds of cultures and countries in the world. The language are able to interact people each other around the world, look for information and extend their knowledge, through written medium and also through electronic medium. Therefore English should be learned by people in the world especially students in many levels of study. English has four skill that should be mastered by the students such as: listening, speaking, reading and writing. Beside four skills of English listening, speaking, reading and writing. Writing is one of the important skills that should be taught in teaching English. The learners need to learn writing for occupational or academic purposes. A good writer should be able to organize the ideas, to construct the sentences, use punctuation and spelling well. then, they should be able to arrange their writing into cohesive and coherent paragraphs and texts.

According to Miller (2006) "writing is a talent they were denied at birth, and writing is a skill that can be learned by anyone willing to take the trouble". The purpose of learning writing skill is communicative competence. The students are able to compose language components correctly and to express ideas or opinions clearly in order to communicate by using written language successfully. In addition, Oxford dictionary "writing is an activity of writing the books, articles, etc. in general" the meant of writing is the activity which demand the learners to arrange the communication in written language either in expressing their ideas or expressions and something needed. The achieving a goal of writing by the learners, they have to face a complex set of challenges including mastering numerous lexical, grammatical, and syntactic skills, it seems both daunting at times and possibly insurmountable at others. On the one hand, writing makes our thoughts visible, allowing us to expand, contract, modify, or discard them. The act of writing itself generates entirely new thoughts that we can then further manipulate. Writing one word, one sentence, or one paragraph suggests still other words, sentences, and paragraphs. There are some elements of the writing. According to Taylor (2009), there are four elements of the writing situation – writer, subject matter, reader and the forms of language – are reflected in four main characteristics of a piece of written language itself. They must all be handled together in the act of writing. Their competing claims to attention are resolved in the choice of one word in preference to another, in the structuring of a sentence, in the placing of an emphasis in the paragraph, in the confidence with which you argue your case.

Furthermore, in teaching English especially in writing subject, the teachers have responsibility as they are demanded to have teaching strategy in order to solve the students' problem in learning English. According to Gagne (1974) strategy is someone's internal capability to think, to solve the problems, and making decision. It means that learning process would cause the students to be able in analyzing, solving the problem and making decision. In other words, Teaching Strategy is the teacher's actions in implementating the teaching planning or teacher's effort in using some teaching variables such as like aims, materials, methods, instruments and evaluation so that this can influence students to achieve the students 'achievement in learning. O' Malley and Chamot (1990) stated that

strategy is set of tools that have benefits and active, that involve individual directly to develop the second language or foreign language. it could be concluded that the teachers' strategy in teaching writing is crucial part that have to be considered in order to reach the goal of learning.

Teachers also have to be able to arrange their assignments effectively. They are demanded to motivate the student in order to learn English especially writing skill actively. Assignment is one of important parts teaching and learning process. the teacher's task to evaluate and check the student's achievement. It is also the teacher's way to know the student's interest toward the material that have been Learned. The use of an assignment can be a term that make equal of the student's understanding and their catching up, the teachers can correct the weakness of every student and try to repair them. The forms of assignment include; written/oral, individual/group. The written assignment is the task related the student's activities in writing. for example: reports, essays, journals, diaries, many kinds of text. The written assignment is one of the important aspects in increasing the student's inspiration to develop their ideas. It means that in this method the students could express their own language and extend their ideas related to the material that has been given based on what they have known and experienced. It also can increase their understanding because they usually learn to look for the references, to fill out or answer the writing task (writing assignment) that given by their teachers.

In writing assignment, there seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions. . . all quite different. But they're all called *writing written language*) which have the basic aim of getting ideas from one brain into another. According to Kate (2001) there are any piece of writing could be trying to do at least one of the following things; Entertain—it doesn't necessarily make the readers laugh, but it at least *engages their feelings* in some way. Inform—it tells the reader about something. Persuade—it tries to convince the reader of something. In the real world these purposes overlap.

In the line with the previous paragraph, the teaching and learning process of writing in Senior High School Number 2 Semarang used the structured writing assignment as form of assignment on teaching and learning process in English subject. Based on the pre-research observation that writer did in class XA and B of Senior High School 2 Semarang Academic Year 2022/2023, it showed that the English learning process uses the structured writing assignment to comprehend and improve their achievement in writing. In this study the researcher will to investigate the" Structured Writing Assignment : The Teacher's Strategies and The Students' perception (A Study at Grade Ten of Senior High School 2 Semarang Academic Year 2022/2023)"

METODE

This research used the Qualitative approach, Strauss and Corbin (1990) stated that the qualitative research is the kind of research that its findings may not by statistic's procedure or other count's forms. It related to Suharsimi Arikunto (2006:12), he explains that "in Qualitative research the researcher does not use numerical in collecting and analysis data". Moreover, it was supported by

Punc in Loraine Blaxter (2001:64) he defines that qualitative research is empirical research where the data are not in the form of numbers. it meant that the qualitative research is the research which concerned with collecting and analyzing information in as many forms, chiefly non-numeric, as possible. It tends to focused on exploring, much detail possible case, smellers number of instance or example or which were seen as being interesting or illuminating, and aim to achieve 'depth' rather than 'breath'." And he also stated that interviews and observation might be thought of as qualitative techniques in collecting data. Then, the participant of this research was the class X A and B of Senior high school Number 2 Semarang in academic year 2022/2023. They consist of two classes and two English teachers who teaches the classes.

Table 1. the total numbers of students' class A and B

NO	CLASS	TOTAL
1	XA	17
2	XB	17
3	English Teacher	1
Total		34

The researcher used the purposive sampling in selecting the respondent. As stated by Loraibe Blaxter (2001:163), Purposive sampling is building handpicking supposedly typical or interest cases. Researcher also asked the English teacher help to choose some students with a good English achievement and average achievement in class X A and B. they gave their perceptions of structured writing assignment in the process of learning. Moreover, the researcher divideded the data into two categories; firstly, the primary data, the data was obtained directly from the Informants and respondents (teachers and students) by using interview. Secondly, the secondary data the was obtained from library of archived that available. The instruments used in this research were observation sheet, it was used to collect the information of implementation the structured writing assignment in during the action. Here the table of students' observation sheet.

Table 2. Students' Observation Sheet

NO	Observation	Description	
		Teacher	Students
1.	The structured writing assignment as one of method in English learning		
2.	The teacher determine the themes and explained it generally to be given		
3.	The teacher Gives the liberty to decide the topics to be done according to the themes which was agreed in every assignment		
4.	The teacher ask the students to read, find out information from many sources and difficult words		
5.	The teacher gives limit of time for 3 days to accomplish/make procedure text as structured writing assignment		

	and collected those		
6.	The teacher corrects the students' work and give scores.		

Next, the interview was used to get the data about the strategy used to facilitate the learning process through the structured writing assignment and students' perception in using the writing assignment, this was an interview guide for teacher and students as bellow;

Table 3. teacher interview guide

No	Teacher Interview
1.	Why did you choose the structured writing assignment?
2.	How did you design the structured writing assignment that give to students?

Table 4. students' interview list

No	Students' interview
1.	In your opinion, what is Structured writing assignment?
2.	What do you think about the structured writing assignment in English learning?
3.	
4.	Can the structured writing assignment increase your English?
5.	Can the structured writing assignment make you more active in English learning?
6.	Can the structured writing assignment be an effective method in English learning?
7.	
8.	What is your opinion toward the strategies used by the teacher in implementation the structured writing assignment?
	What are the teachers' roles in implementing the structured writing assignment?
	What are your difficulties in English leraning by structured writing assignment?

Furthermore, to analyze the data of this research researcher used the thematic analyzing technique. as Jennifer (2006: 3) said "thematic analysis in research for theme that emerge as being important to description of the phenomena, the process involve the identification of the through "reading and re-reading of data". In the same opinion with Braun dan Clarke (2006), they stated that the thematic analysis is a method for identifying, analyzing and reporting pattern (theme) within data. It minimally and describes your data set in detail.

In this research, the researcher used the model of analyzing data which adapted from Miles and Huberman (1994: 10-11). This model the thematic analysis used and there were three ways in analyzing data process including data reduction, data display and concluding drawing/ verification.

1. Data reduction

To collect the main things, focusing in important things, looking for theme and form. So that the data that has reduced showed more details and making easily for researcher to collect the data.

2. Data Display

There were many kind of means in display data such as graphic, table, phie chard, short essay, pictogram, types cribs. In this research the research will display the data that was reduced base on interview data in essay models.

3. Conclusion Data/ Verification.

Taking conclusion of verification, in order that the data that was reduced and displayed resumed and took the conclusion and showed in description text base on the respondent interview's answer. The dominant answers would be a source to take conclusion.

FINDING AND DISCUSSION

Teaching strategies can be said as the first step for English teacher to master in teaching. there are many kinds of teaching strategies that could be applied in the classroom, to create the student's interest and also to increase the student's attention in learning process. The good strategy in teaching English process will give the different value to the learner. An English teacher must use the various strategies in teaching and learning process. In this research, the teacher's strategies to facilitate learning through the structured writing assignment. Sarode (2018: 58) stated that teaching strategies refer to methods used to help students learn the contents of the desired course and can develop goals that can be achieved in the future. it related to Iskandarwassid and Sunendar (2011: 6), they say that teaching strategy is habitual and action used by the teacher to get the successfully of learning, directional and interesting.

1. The teacher's strategies to facilitate learning through the structured writing assignment.

During the researcher noticed the teaching/learning process directly to observe the teacher's strategies in giving Structured writing assignment. Generally, the researcher found out that the teacher had particular strategies in implementation the structured writing assignment in class X A and B of Senior High School 2 Semarang. They used structured writing assignment as one of assignment's form in teaching/learning process. it could be seen in interview's result between the researcher and the English teacher bellow:

Why did you choose the structured writing assignment?

Answer:

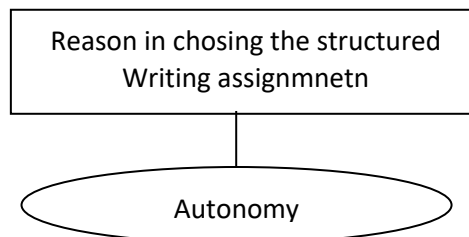
(Yes. It caused most of students are not interested toward the exercise/drill that available in their English course book or supporting book. Then after I observe them accurately, in fact many students also have lack interest to do their homework. Although there are some students who have active within it. I designed the structure writing assignment to improve the student's autonomy on learning. In this case, the students are hoped to look for information related a topic that it will be written in form of procedure text, this assignment also give the liberty to every student to determine the topics that they want to make. But I just decide/determined the theme at the first whenever I give the assignments. In addition, I applied this structure writing assignment to observe about how far the students' activeness and responsibility in doing or accomplishing every assignment).

Based on English teacher interview above, the summary of the statement of the teacher's main ideas about her reasons in choosing the structured writing assignment will be presented in the table bellow.

Table 5 : The significant meaning statements structured as thematic clusters for the teacher's reasons in choosing the structured writing assignment

MEANING STATEMENT	MAIN IDEA	THEME
Structured Writing Assignment is applied to develop the students' autonomy in learning.	Structured Writing Assignment is applied to develop the students' autonomy	Autonomy
Structured Writing Assignment is applied to give opportunity to the students.		
Structured Writing Assignment is applied to observe the students' activeness and responsibility		

Based on dialogue and the thematic analysis above, the researcher can infer that there are a number of particular aspects that the teacher hopes from the students by applying the structured writing assignment. The teacher emphasized on the students' autonomy in learning.



Then the researcher asked the teacher's strategies in the implementation the structured writing assignment in teaching/learning process.

How did you design the structured writing assignment you give to the students?

TC Answered:

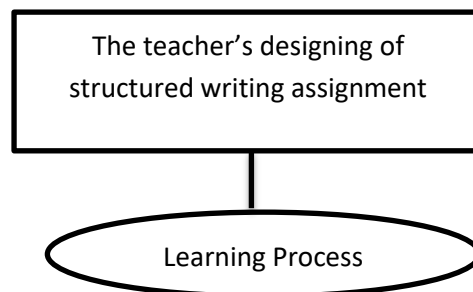
(The first thing that I had to do is explanation. I mean that I have to introduce the procedure text in detail, and then explain it clearly in one meeting in person at the classroom. Then I will show a theme that the students should develop those to be topics and it will be developed to be text in whole. Example: I determined the particular themes about "food". By this them, the students free to chose or decide the ways to make something about food. And every student is freeing to express it in writing. Such us the students develop procedure text about how to make cake, beverage and so on. After that, Idecide the time allocation or limit of time which is given to students in accomplishes their assignment, finally evaluation, the structured writing assignment will be given continually and it will be matched with curriculum. It means in writing skill, I will give this assignment to the students)

Based on the result of the interview with the English teacher above, the summary of the statement of the teacher's main ideas about her designing of the structured writing assignment he give to the students will be presented in the table bellow.

Table 6: The significant meaning statements structured as thematic clusters for the teacher's designing of the structured writing assignment

MEANING STATEMENT	MAIN IDEA	THEME
The teacher Explain about the model of procedure text, Determine and explain about the theme which is given, Determine and give limit of time for it, Evaluation.	There is a typical procedure step	Procedural steps

Based on the interview's result and the thematic analysis above. The researcher found that the teacher has been applying his procedural steps in implementating this assignment. The teacher has done many considerations whenever he gives every step of assignment to the students



2. The students' perception toward the structured writing assignment

The result of the student perception toward the structured writing assignment also showed after doing interview to students, here the result of interview below:

a. Asking about the students understanding

Here are some of the data analyses of each FGD. Based on the results of the interview with respondent in FGD 1. They stated their opinions focusing on definitions based on characteristics of the structured writing assignment. They mostly stated that the structured writing assignment is the assignment which is demand the students' autonomy because it is done at home.

Student AD Answered:

(In my opinion, Structured Writing Assignment is a kind of assignment which is done at home, because in these, we are given the time to decide a topic and look for information about the topics then we should make/write a procedure text by it)

Student MJ Answered:

(In Structured Writing Assignment, the role of the students is greater than that of the teacher, so I think Structured Writing Assignment is the assignment that demands the students as learning center. It means that all of learning activities is done by the students)

And then in FGD 2, the students also stated that the structured writing assignment as one of assignment that demands the students' autonomy.

Student ON Answered:

(For me, the Structured Writing Assignment is the assignment which is given by teacher to the students but in these realizations, there is not direct interaction between teacher and the students)

Student AS Answered:

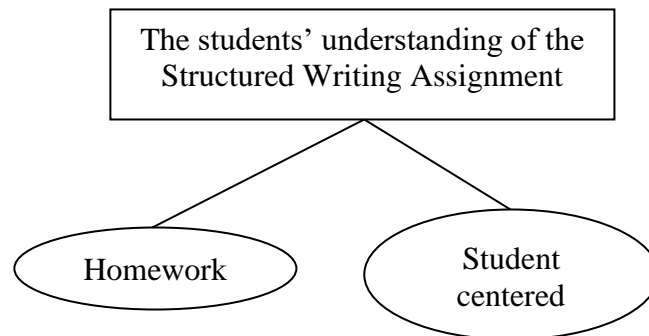
(I think the Structured Writing Assignment is the assignment that makes students to be more autonomous. I mean with this way, all of activities in learning are more concentrate on the students)

Based on the result of the interview with the students above, the brevity of the statement of the students' main ideas about their opinion about the definition of the structured writing assignment is presented in the table bellow.

Table 7: The significant meaning statements structured as thematic clusters for the *students' opinion about the definition of the structured writing assignment*

MEANING STATEMENT	MAIN IDEA	THEME
Structured writing assignment as the writing assignment which is done at home.	Structured writing assignment is the homework assignment.	Homework
Structured writing assignment as assignment that given without direct interaction between teacher and the students when it is in process.		
Structured writing assignment is the assignment which demands students as learning center.	Structured writing assignment demand students' autonomy	Student centered
Structured writing assignment is the assignment which demands the students' autonomy. It means that the students as learning center.		

Based on the interview's result and the thematic analysis above, the researcher found out that every participant has difference views about the definition of the structured writing assignment. but their statement focused on 2 main statements. They were; the structured writing assignment was the homework assignment and the structured writing assignment demands the students' autonomy. The next, the researcher asked about the students' perception of the structured writing assignment in English learning.



b. Asking about the Effectiveness

What do you think about the Structured Writing Assignment in English learning?

According to the result of the interview with FGD 1, they stated that the structured writing assignment is interesting and defiant writing assignment, here are some of responses:

AD said:

(In English learning, the Structured Writing Assignment can be something interesting because I can free to make the procedure text according to the topic that I want to chose/make. So that I often making the texts based on my experiences or my daily activities at home. Such as; how to make coffee, milk, tea and so on)

MJ said:

(The Structured Writing Assignment demands me to be more active to look for information and organize those to be a procedure text in whole. In that activities I also demanded to make a target of time to accomplish the assignment based on limitation of time from the teacher, so I think the Structured Writing Assignment is a defiant writing assignment)

Then in FGD 2, the students' perception focuses on 2 main contrast perceptions. They are: the structured writing assignment is boring and interesting assignment.

ON said

(For me the Structured Writing Assignment is a boring assignment because I should always follow the theme that is given by the teacher. So that when the themes which are given not exciting for me, I automatically lose my interest to look for information).

AS said

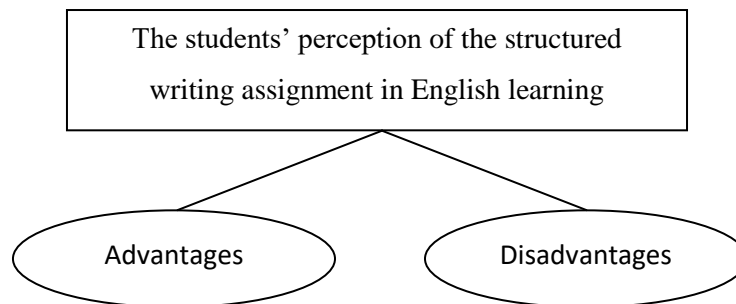
(In my opinion, the Structured Writing Assignment is interesting assignment because I can to be more active to adjust to the environment (my friends) to look for information about topic discussed).

Based on the results of the interview above, the brevity of the statement of the students' main ideas about the students' views toward the structured writing assignment in English learning is presented in the table bellow.

Table 8: The significant meaning statements structured as thematic clusters for the *students' views toward the structured writing assignment in English learning*

MEANING STATEMENT	MAIN IDEA	THEME
Structured writing assignment is the interesting writing assignment to increase our spirit in English learning.	Structured writing assignment is interesting	Advantages
Structured writing assignment as challenging writing assignment.	Structured writing assignment is challenging.	
Structured writing assignment as the assignment that has a little boring when we done it.	Structured writing assignment is boring.	Disadvantages

Based on the result of the interview and the thematic analysis above, the researcher found out that participants stated that the structured writing assignment is interesting assignment to be done. One of them said that the it is defiant assignment and one other stated that it is boring assignment. So, the researcher inferred that the structured writing assignment have particular advantages and disadvantages.



The researcher asked them about the influence of the structured writing assignment toward their achievement.

Can the Structured Writing Assignment increase your English?

The responses of the students of FGD 1 related this matter was best. They stated that the structured writing assignment is able to increase their achievement, include: vocabularies and grammar.

AD said

(Yes, in doing Structured Writing Assignment I should know more vocabularies because the topics which are given have variations, so that I have to look for difficult words at the first. So I think my vocabularies have been increase by the Structured Writing Assignment).

MJ said

(Certain, in my opinion Structured Writing Assignment can improve my capability in organize the sentences, especially in grammar aspect. This is because when we want to make the

procedure text, we have to be on alert in developing the sentences so that the reader can understand what we write easily).

FGD 2 also stated the similar perception in whole. They also emphasize on increasing of their grammar and vocabularies.

ON said

(Sure, the Structured Writing Assignment is able to improve my capability in writing especially in grammar. Because it is given continually, so I get used to write. So that my grammar will be developed)

AS said

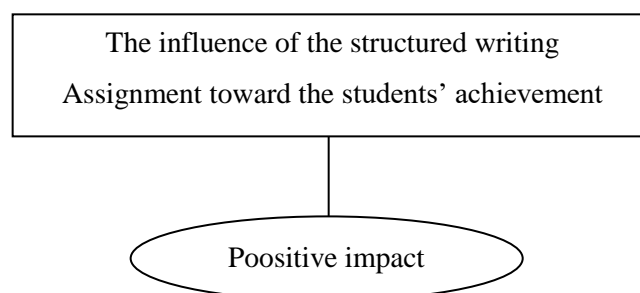
(Yes, because this assignment is given continually, I think the Structured Writing Assignment can recall my forgettable vocabularies)

Based on the results of the above, the brevity of the statement of the students' main ideas about the influence of the structured writing assignment toward the students' achievement will be presented in the table bellow.

Table 9 : The significant meaning statements structured as thematic clusters for *the influence of the structured writing assignment toward the students' achievement*

MEANING STATEMENT	MAIN IDEA	THEME
My vocabularies have been improving by structured writing assignment	Structured writing assignment is able to develop the vocabularies	Positive impact
structured writing assignment is able to improve my grammar	Structured writing assignment is able to develop the grammar	

Based on the students' opinion and the thematic analysis above, the researcher inferred that the structured writing assignment is able to increase the students' achievement. Specifically, it is able to increase their vocabularies and grammar aspects. In it's process, the students experiences many things as accustomed and the vocabularies also have be prepared well on it. It means the structured writing assignment have some positive impacts.



Then, the researcher asked them about it's influence on their activeness in learning process.

What is the Structured Writing Assignment able to make you to be more active in English learning?

In FGD 1, the students express their enjoyable toward the structured writing assignment by stated that it is able to speed up their activeness. In this cases they focus on chose the topics and limit of time.

AD said

(I think it can because by Structured Writing Assignment I can freely make the topics based on my interest, although the teacher decided the particular theme as controller at the first. In these ways, I feel more interest to do it)

MJ said

(Yes, It can speed up my motivation to be more active because the teacher limit the time that I have to keep an eye on it, so that I'm demanded to make the target in accomplish it efficiently and optimally)

The students on FGD 2 have most similar main perceptions of it.

ON said "

(Sure, because I often do the activities as procedural activities at home. I think it is interesting. So in my opinion by Structured Writing Assignment, I can look for the topics that I want to make deferral on my interest. It is automatically can improve my activeness in learning)

AS said

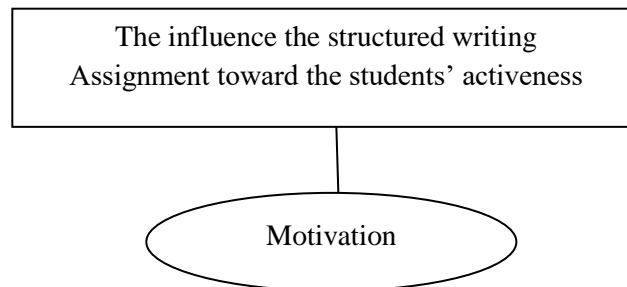
(The teacher will always correct our assignment on time. So I have to accomplish these before due date. In this way, I can improve my activeness).

Based on the results of the interview above, the brevity of the statement of the students' main ideas about the influence of the structured writing assignment toward the students' activeness in English learning will be presented in the table bellow.

Table 10 : The significant meaning statements structured as thematic clusters for *the influence of the structured writing assignment toward the students' activeness*

MEANING STATEMENT	MAIN IDEA	THEME
I can freely in choose the topic in the structured writing assignment so I feel more interest to do it.	It is free to make/choose the topic in the structured writing assignment.	Motivation
There is limitation of time in structured writing assignment that make me to be active and on time.	structured writing assignment make the students on time	

Based on result interview and thematic analysis above, the researcher found out that the structured writing assignment can increase the students' activeness in English learning process because the students is free to making procedure text according to the topics that they interest in and the have been compete to be the best on time (there is time available). This is can motivate for them.



3. The Teacher's Strategy

Based on investigation (interview) with the students in FGD 1, most of them are interested in the teacher's strategies in implementation of the structured writing assignment. Their perception emphasizes on liberty in chose the topics and the teacher evaluation's system

Discussion

The teacher's strategies to facilitate learning through the Structured Writing Assignment. Based on the noticed of the research finding, the teacher expressed a number of reasons about why did he choose the Structured Writing Assignment. They were: The first, it applied to develop the students' autonomy. In this, the students are asked to find out information from many sources related the topics that will they write. With this way, the students are hoped can know many things about the topics. The second, it was applied to speed up the students' creativity. In this case, the teacher gave the opportunity to the students to choose/make the procedure text depending on the students' interest. It was expected to extend their creativity in developing the text. The third, it applied to observe the students' activeness and responsibility in accomplish the assignment, the teacher stated that by observing the process of Structured Writing Assignment, he can identifies the excess and lack of every students.

Based on the of interview with the English teacher, the researcher found that the teacher has applied his own designing in implementation the Structured Writing Assignment. Those steps were: The first, the teacher explained the procedure text in detail, it has done to share knowledge to every student so that they would get equal information of those. The second, the teacher gave the themes as controller. In this case the students were demanded to make the text depend on the themes which is agreed. However, they free to made it based on the topic that they want. The third, the teacher detemined the time limit. Its function was to make the students to be more active and to be on time whenever they accomplish the assignment. The forth, evaluation, as we know that evaluation is a vital aspect in assignment to measure the students achievement. It is done also to identify the students' lack, so that those can be repaired for the next time.

Structured Assignment as intensification of material of students, it has designed by the teachers to competence achievement. Then, the arrangement's duration decided by teachers. In this process, there is not direct interaction between teachers and students. The respondents in this research have same direction with the statement above. Based on the result of interview with the students of class XA and XB, the students have the same direction with the definition of the Structured Writing Assignment above. On their views, this assignment is the student's centered assignment. And the students expressed some supporting statement, they are: The structured writing assignment as writing assignments which is done at home so that they would have some extra time to express their writing skills, then they claimed that the Structured Writing Assignment as medium of students learning center because the students have to do most of activities in its implementations. Based the explanation above, it could be concluded that the students (respondents) have already comprehend about the Structured Writing Assignment clearly.

Structured Assignment is one of learning process that will develop the students' autonomy. The statement from the respondents related this matter supported the explanation above. The structured writing assignment has advantages and disadvantages. Based on the result interview, the students expressed their perception toward the existence of the Structured Writing Assignment that they faced in learning process. The presence of the Structured Writing Assignment has made the students interest and feel it is like challenging assignment. But one of stated that this is bored. But in directly, these phenomena exactly have influential toward the teacher's functions. Then the researcher found that the Structured Writing Assignment as assignment that can improve the students' vocabularies and grammar capability because the Structured Writing Assignment has given continually and it has variant topics. In this, the students challenged to looking for more vocabularies to support their assignment. Then, the Structured Writing Assignment also increases the students' grammar because it made them accustomed. It meant that this has positive impact. After that, the investigation found that the Structured Writing Assignment as effective method in English learning. It is able to motivate the students learn more at home optimally because it has particular form and control, includes: the time, themes and so forth. It also makes the students accustomed, so the students trained to improve their writing ability step by step. According to the statement above, it can be concluded that the designing of the Structured Writing Assignment and the teacher's functions in whole should be balanced.

Nana Sudjana in his book, *Dasar-dasar Proses Belajar Mengajar* stated that teaching strategy is the teacher's actions in implementing the teaching planning, it means the teacher's effort in using some teaching variables such as aims, materials, methods, instruments and evaluation so that this can influence students to achieve the aims that available. In these matters, the teacher has implemented his own strategies. Based on the results of the interview, the students have different perception about the teacher's strategies in implementation the Structured Writing Assignment. In FGD 1 Stated that the teacher's strategies are interesting because the teacher give the opportunity to them to looking for the

topics depend on their interest. Then, in implementation of the Structured Writing Assignment, the teacher has always corrected the students structurally. But some students in FGD 2 have otherwise statement about these cases. They stated that the teacher's strategies are not interesting and boring. From that, the teacher has to consider that the themes are vital aspect which is influence the students' interest toward this assignment.

There are 4 (four) teacher's roles in implementation of the Structured Writing Assignment at class XA and B of Senior High School 2 Semarang. They are: The teacher as controller, corrector, motivator dan guide.

CONCLUSION

Based on the result of finding, the researcher made conclusions about this study; Firstly, The teacher has own strategies on Structured Writing Assignment applying the structured writing assignment begining from explaining the modal of procedure text in details, give the theme, deciding the time limit and evaluating. Secondly, the students' perception of the Structured Writing Assignment as homework and students centered assignment in English learning. It is the interesting and challenging assignment. It also can improve the students'vocabularies and grammar. The students also stated that this is effective method because it can motivate them learn more at home optimally. The teacher has multi-roles in implementing it, they are: the teacher as controller, corrector, motivator and guide.

Furthermore, there some points are suggested to the teachers and students, the teachers are expected to develop creativity and create conductive condition in teaching/learning process. Then they are also expected to develop the teaching methods appropriately for students. Then, it is hoped that the English teacher can design the strategy in implementating the Structured Writing Assignment to be more interesting by using various ways.

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