TEACHING SPEAKING AND WRITING AT JUNIOR AND SENIOR HIGH SCHOOLS AS DEMANDED BY CURRICULUM 2013

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Abstract

Speaking and writing are two productive language skills that should be taught by English teachers at junior and senior high schools in Indonesia as demanded by Curriculum 2013. Based on the current syllabus, known as *Kurikulum* 2013, the teaching of speaking and writing at junior and senior high schools is based on genre or kinds of texts. In this case, the students are provided with competences as stated in Core Competence (*Kompetensi Initi*) and Basic Competence (*Kompetensi Dasar*) of the syllabus. The objectives of speaking and writing classes are to enable the students to communicate based on the needed texts, such as transactional/interpersonal, functional and monologue texts. To gain this, a teacher should design a teaching model by selecting and using appropriate technique and teaching activities. The technique chosen will determine the teacher's success and the students' achievement in the class. The technique, however, is not sufficient to achieve the teaching objectives if the teacher does not prepare appropriate activities for the students. The teaching and learning activities will help the students to gain the needed competences as demanded by *Kompetensi Dasar* (basic competence) in the syllabus. For this purpose, in this paper the writer discusses about speaking and writing activities that can be implemented in the classroom.

Key words: *Competence – Curriculum 2013 – Genre – Activities*

A. INTRODUCTION

The teaching of speaking and writing at junior and senior high schools today are still viewed as hard job by some teachers. This is not only caused by the fact that the teacher should teach various genres but it is also caused by the demand of syllabus known as Curriculum 2013. In the syllabus, for instance, the teacher is required to achieve a wide range of competences in his/her teaching. For this purpose, the teacher has to seek suitable methods and techniques and also relevant activities. Moreover, because there are several genres that must be taught, the teacher should have sufficient knowledge about those genres he/she is going to teach.

Based on some observations in schools in West Sumatera and in Teacher's Educating and Training Program (PLPG), the majority of English teachers still found problems in preparing speaking and writing activities for their teaching. They also

found difficulties in formulating competence achievement indicators and instructional objectives. Besides, the teachers also faced problems in implementing Scientific Approach in the classroom. It seemed that the teachers were still unable to prepare teaching activities in every stage of teaching and learning process. The difficulties were found in designing speaking and writing activities as demanded by scientific approach itself.

The terms observing, questioning, collecting information, associating and communicating in Curriculum 2013 often make the teachers confused. This happens because the teachers are influenced by the terms exploration, elaboration, and confirmation activities in *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. As a matter of fact, whatever terms are given, teaching speaking and writing should be done through contextual teaching and real-life situation. This skill is the final goal in teaching English at school today. If the students are not able to communicate in English after a teaching session, it can be said the teacher fails in his/her teaching.

In implementing scientific approach, the teacher is recommended to use four kinds of methods, namely, problem-based learning, discovery-based learning, project-based learning and inquiry-based learning. All these methods are applied under cooperative learning. The teaching should be done with student-centered teaching. It means that the teacher does take much time to explain or talk in the classroom. He/she will function as manager, facilitator, motivator and inspiratory for the students. In other word, the students should be given chance and time or the first time to discover or get the concept of the teaching topic by themselves. The teacher will give explanation only whenever the students do not understand the lesson concept.

For this reason, the teacher must be able to select or prepare appropriate speaking and writing activities for the students. If the activities are not interesting or do not help the students to attain the speaking and writing goals, the students will fail in obtaining speaking and writing competences.

B. THE NATURE OF SPEAKING

Speaking is one of the important language skills that the students should master. For this reason, some experts give their opinions. According to Maxom (2009:183) speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it. Meanwhile, Murcia (2001: 103) states that the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication. Nevertheless, speaking in a second or foreign language has often been viewed as the most demanding of the four skills. The number of features make speaking hard to obtain by the language learners. The features are fluent speech contains reduced forms, such as contractions, vowel reduction, and elision; the use of slang and idioms in speech; stress, rhythm, and intonation.

Furthermore, Louma (2004: 9) says that when people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker's personality, attitudes, home region and natie/non-native speaker status. As speakers, consciously or unconsciously, people use their speech to create an image of themselves to others. By using speed and pausing and variations in pitch, volume and intonation, they also create a texture for their talk that supports and enhances what they are saying. The sound of speaker's speech is meaningful, and that is why this is important for assessing speaking.

In addition, Thornbury (2006: 1-2) states that for a long time it has been assumed that the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. We know that speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge. Speaking is so much a part of daily lfe that we take it for granted. The average person produces tens of thousands or words a day, although some people—like auctioneers of politicians—may produce even more than that. The first point to emphasize is that speech production takes place in real time and is therefore essentially linear. Words follow words, and phrases follow phrases. Likewise, at the level of utterance speech is produced utterance –by-utterance, in response to the word-by-word and utterance-by-utterance productions of the person we are talking to.

Lindsay (2010:57) states that speaking is a productive skill. It involves putting a message together, communicating the message, and interacting with other people. We put a message together using all the elements of the language. People speak for many reasons, such as to be sociable, to get something, ask other people to do something, respond to someone, express feelings or opinions about something, exchange information, refer to an action or event in the past, present of future, and so on. In the classroom, a language learner needs to develop the following skills: producing connected speech, the ability to interact, talking round gaps n their knowledge, speaking in a range of contexts, and balancing accuracy and fluency.

On the other hand, Woods (2005:41) says that speaking effectively depends very much on the speaker's ability to interact with an interlocutor. Successful speaking cannot therefore take place without effective listening skills. Speakers must pay attention to their listeners, and adapt their own responses and questions according to the needs of the listeners. As teachers, therefore, we need to set up learning activities which enable students to interact both with ourselves as models of the target language and with each other.

C. THE NATURE OF WRITING

Murcia (2001), says that writing is a skill that enjoys special status- it is via writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, whether the interaction takes the form of traditional paper-and-pencil writing or the most technologically advanced electronic mail. Writing can be very enjoyable as long as we have the ideas and the means to achieve it. There are three basic principles, namely, content, register, and topic which need to be considered in piece of academic writing. Referring to content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

According to Nunan (2003), writing can be defined by a series of contrasts: (1) It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear to a reader. (2) Its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers, also called the audience, who need to

have ideas expressed in certain ways. (3) It is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, it is a product-an essay, letter, story, or research report.

Writing is in fact a process. It is done not in easy step but in a series of steps, and seldom at one sitting. The truth is that writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey. Very often, writers do not discover just what they want to write about until they explore their thought in writing. That is why, writing should be viewed as a set of practices which are socially contextualized- academic writing is simply one valued set of practices appropriate to that context-rather than as a single universal set of cognitive skill; academically valued writing requires composing skills which transform information or transform the language itself. Raimes in Yan (2004) state that writing is a cognitive and learning experience that helps someone to find out what he or she wants to say. It means that writing helps students to think critically and facilitates thought. It is valuable in learning process because students write opinion and explore their thinking about people, events or things.

Moreover, Harmer (2007) says that writing is a process as well as a product. The process of composing is as important as the final product. In other words, writing is not merely producing a text or an essay but the more important one is how the process of producing the text is done. It means that writing can be viewed in two sides, writing as a process and writing as a product. As a process, writing seen from the activity from the beginning to the end. While writing as a product deals with the result of the students' writing itself. These two terms take the most important part in producing a text or an essay. In writing we can make our experiences become more meaningful. The other people can also enjoy it as they read it. For instance, people write their experiences or even their story on magazine so that other people can read and enjoy it.

From the definitions above, it is fairly obvious that in writing, the ability of transferring thoughts, ideas and feelings are required by the students in order to be able to select relevant information. Writing is skills that can be learnt by practice. It is learnt through series of steps, and seldom at one sitting. Also, Writing can be defined by a series of contrasts: It is both a physical and a mental, its purpose is both to express and impress, it is both a process and a product.

D. GENRE BASED TEACHING

The genre based teaching was first developed in Australia through the work of educational linguists and educators who have been working with disadvantaged groups of students. This approach is now widely used in all sectors of education. It is based on three assumptions about language learning (Feez and Joyce, 1998). The first assumption is learning language is a social activity. Halliday (1992: 19) explains language learning as 'learning to mean and to expand one's meaning potential' and this carries out three outcomes: students learn language, students learn through language, and students learn about language. The second assumption is learning occurs more effectively if teachers are explicit about what is expected of students. The genre approach is concerned with providing students with explicit knowledge about language. It values teacher-learner interaction as well as interaction among students. The third assumption is the process of learning language is a series of scaffolded developmental steps which address different aspects of language.

Halliday (1989) through the theory of systemic functional linguistics develops classroom perspectives on genre based teaching. This theory addresses the relationship between language and its social functions and sets out *to* show how language is a system from which users make choices *to* express meanings. Halliday argues that we have developed very specific ways of using language *to* accomplish our goals, which means that texts are related *to* social contexts and *to* other texts. In general, if several texts share the same purpose, they will often share the same structure, and thus they belong *to* the same genre. So genres are resources for getting things done, and we all have a repertoire of appropriate responses we can call on for recurring situations.

Martin (1992) defines genre as a goal-oriented, staged social process. Genres are social processes because members of a culture interact *to* achieve them; they are goal-oriented because they have evolved *to* achieve things; and staged because meanings are made in steps and it usually takes writers more than one step *to* reach their goals. By setting out the stages, or moves, of valued genres, teachers can provide students with an explicit grammar of linguistic choices, both within and beyond the sentence, *to* produce texts that seem well-formed and appropriate *to* readers. All texts can therefore be described in terms of both form and function, that is, how their elements are organized for making meanings and the purposes this serves. Some core "factual genres" are listed in the following table:

E. TEACHING SPEAKING AT JUNIOR AND SENIOR HIGH SCHOOLS

The teaching and learning process at junior and senior high schools in Indonesia is based on the regulation as stated in *Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud)* Number 103 Year 2014 *(Depdikbud* 2014). In that regulation it is said that the teaching and learning process should be done according to certain teaching guidelines. The teaching should be based on scientific approach with five activities, namely, observing, questioning, collecting information, associating and communicating. In implementing this approach, the teacher chooses three alternative methods, that is, problem-based learning, discovery-based learning and project-based learning. These three methods are done under cooperative learning model. It means that the teaching and learning process is done through discussion in the form of pair work and group work.

Furthermore, in language teaching, the teacher is required to integrate among four skills: listening, speaking, reading and writing. That is why, those language skills are no longer taught in segregation form. In other word, what have been done in *KTSP* will not be used anymore. In KTSP, each language skill is taught in isolation. On the contrary, in *Kurikulum 2013*, these skills are taught by integrating them. For example, listening is integrated to speaking, and reading is combined with writing. Based on the regulation made by education and culture ministry, there are four core competencies that should be got by the students, viz. core competence 1 about spiritual character, core competence 2 about social character, core competence 3 about knowledge and core competence 4 about skill.

The teaching is started by core competence 3 that is, providing the students with knowledge. When the students have got knowledge or concept about the teaching topic, the students are provided with learning experiences by giving them opportunity to do practice or to apply the character needed in the knowledge. By this way of teaching, the teacher does stop on providing the students with knowledge, but he/she should go on to practice or demonstrating their performance.

In teaching speaking, the teacher should begin their teaching with listening. The teaching of listening is done by following scientific approach; observing, questioning, collecting information and associating. The students are expected to get concept of the materials in association stage. When the teacher is already sure that his/her students have got knowledge, then he/she continue to communicating stage. In this stage, the teacher asks the students to communicate the knowledge they have got. To know whether the students are able to communicate, the teacher can ask them to explain again the lesson by their own words or to practice in front of the classroom.

Before the teacher asks the students to practice, first of all, the teacher does the following steps: 1) giving the students time to memorize and discuss all the texts for speaking, 2) showing the model how to practice the texts, 3) choosing the way how speaking will be done; individual talk, pair work or group work, 4) giving the students chance to practice in their desk, and 5) asking the students to practice in front of the classroom.

To know whether the students have already got the competence in speaking, the teacher should observe the characters needed in real communication outside the classroom. The real life situation is taken as indicators of the success in speaking. This is necessary because the language is not only used in the classroom, but the majority of communication happens in the students' real life. That is why, the teacher needs to know whether the students already achieve this speaking skill. To help the students to get the speaking skill, the teacher should be able to choose appropriate activities in teaching speaking. There are a plenty of activities that can be applied by a teacher in the classroom..

The teaching of speaking is based on integration model. This model places speaking after the students get knowledge of genres. The knowledge of genres is got through listening skill. So, the teacher should integrate listening to speaking. The integration follows the scientific approach as demanded by Curriculum 2013 today. The model can be seen in the following diagram:
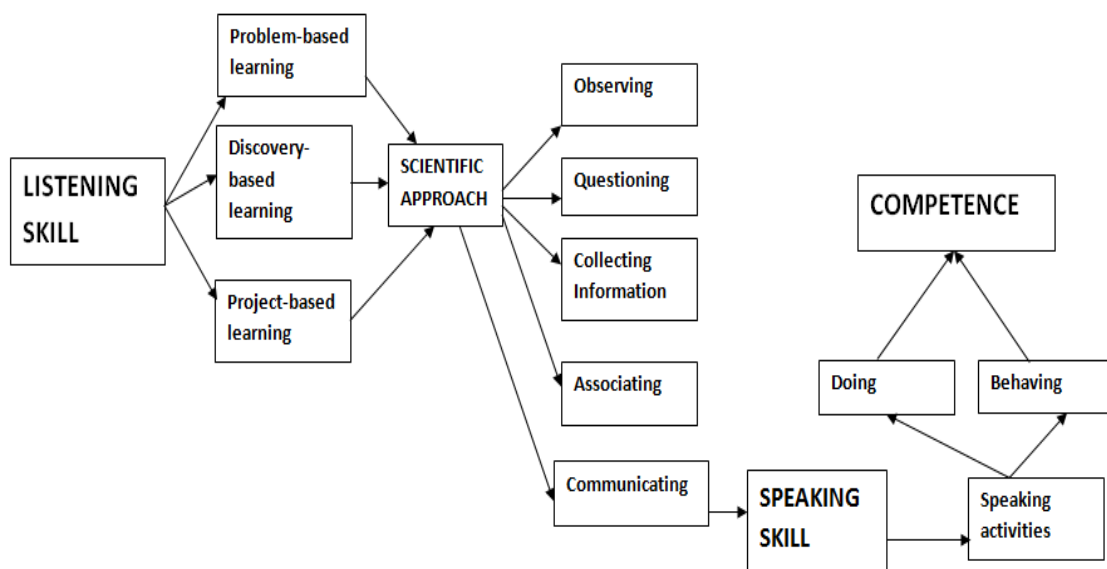

Figure 1 Integration Model of Listening and Speaking

F.   SUGGESTED ACTIVITIES FOR TEACHING SPEAKING

In order that a teacher is successful in teaching speaking, the first effort that should be considered is speaking activities. As a matter of fact, there are a plenty of

activities that could be used in teaching speaking. All of activities are aimed at helping students to be able to communicate in real situation. The activities are arranged from most simple to the most complicated ones. The main goal, however, is to encourage the students to speak and to eliminate the students' psychological factors, such as, shy, nervous and anxiety.

Nation and Newton (2009:12) say that there are principles and four strands that should be taken into granted by a teacher. The following suggestions can be considered in teaching.

1. Provide and organize large amount of comprehensible input through both listening and reading. This could involve providing an extensive reading program, reading to the learners, getting learners to give talks for their classmates to listen to, arranging spoken communication activities, and interaction via the internet.

2. Both learning through comprehensible input by adding a deliberate element. Note words on the board as they occur in listening, do consciousness-raising activities before communicate tasks, get learners to reflect on new items they meet while reading, and explain problem items that come up in the context of communication activities.

3. Support and push learners to produce spoken and written output in a variety of appropriate genres. Use communication activities in a range of situations, use role plays, match writing and speaking tasks to learner needs.

4. Provide opportunities for cooperative interaction. Do group work involving opinion gap and information gap tasks, get learners to work together on writing and reading.

5. Help learners deliberately learn language items and patterns, including sounds, spelling, vocabulary, multi-word units grammar and discourse. Do teacher-led intensive reading, give feedback on writing, deliberately teach language items, arrange individual study of language items.

6. Train learners in strategies that will contribute to language learning. Work on guessing from context, dictionary use, word part analysis, and learning using word cards.

7. Provide fluency development activities in each of the four skills of listening, speaking, reading and writing. Run a speed reading course, include repeated reading, provide an extensive reading program, do 4/3/2 activities, and organize a regular ten-minute writing program, do listening to stories.

8. Provide a roughly equal balance of the four strands of meaning-focused input, meaning-focused output, language-focused learning, and fluency-development. Keep a record of the activities done in the course, the strand they fit into, and the amount of time spent on them.

9. Plan for the repeated coverage of the most useful language items. Focus on high frequency items, use controlled and simplified material, provide plenty of input at the same level.

10. Use analysis, monitoring and assessment to help address learners' language and communication needs.

Furthermore, Nation and Newton (2009:30) states that there are some activities that can be applied to produce spoken language mainly in single sentence turns. Those activities are: **description, hints, stage one, two and three questions, ask and move, twenty questions, walk and talk, the same of different and odd one out**.

Description involves the learners making statements based on pictures. The statement may be descriptions, comparisons, predictions pointing out the differences between two pictures, explanations of what happened before the event shown in the picture, and so on. The learners can take turns producing a sentence each around the group, or can call on each other. The hint activity activity is done by dividing the learners into four or five. Each group thinks of a word in their first language, such as the name of a national dish. The group then prepares one sentence for each learner in the group that describes he word. Then the learners say the sentences and points are awarded to the group that guesses it. If after all sentences are said, it still cannot be guessed then the team who made the sentences loses points. The activity **stage one, two, and three questions** is based on three level of meaning, that is, factual, inferential and critical. In stage one, the questions can be based on facts in reading text, while in **stage two**, the questions might be more difficult because the answer cannot be found directly in the text. In addition, **stage three questions** are in the form critical questions. The students should make imagination and prediction before being able to answer them.

Meanwhile, for **ask and move** activity, the students are divided into tourists and information officers. Each tourist has a different card telling the tourist to find out four or five pieces of information, such as, "find out the address of the Automobile Association". The information officers have the answers to these questions but each information officer does not have all the information. In **twenty questions** activity the teacher or a learner thinks of an object and writes its name on a piece of paper. The learners ask yes/no questions, for example: "Is it in the room?" The answer should be got in twenty questions.

The activity **walk and talk**, the students make two circles, that is, outer and inner circles. The two circles face each other and then the students in each circle has partner. Each partner make dialogue and move step by step. In short, they talk then walk. In the technique the same or different, the students are given two items, then they try to mention whether the items are the same or different. At last, the activity **odd one out** is done by giving the student a set of cards which contain four or five words. These words have the same category, but one word does not belong to that category. The students try to say the wrong word and give reasons.

According to Murcia (2001:106-109), there are some activities that can be applied in teaching speaking. The activities are as follows: discussion, speeches, role play, conversation, audiotaped oral dialogue journals, other accuracy-based activities.

Lindsay (2010: 60-68) suggests some activities for speaking in the classroom. The activities are as follows:

1. Drills:
   - Substitution drills: Teacher: She is going to supermarket: Ss: She is going to supermarket
   - Transformational drills: (change from statements to questions): T: Jon likes beer. Ss: Does John like beer?
   - Functional-situational drills: T: I've got headache. Ss: You should take an aspirin.
2. Pair work and group work
3. Types on interactive activities
   - Information gap activities
   - Discussion activities
   - Role Play

- Games
- Informal Interaction
- Feedback and Correction

Thornbury (2006:63) gives some appropriate activities in speaking. They are as follows:

a. Controlled practice: repetitive practice of language items in conditions where the possibility of asking mistakes is minimized. It is the form of drilling.
b. Drilling and chants: imitating and repeating words, phrases and even whole utterances.
c. Writing tasks: dictating, paper conversation, computer-mediated chat, rewriting.
d. Reading aloud.
e. Assisted performance and scaffolding
f. Dialogues: items on board, chunks on cards, memorizing scripts, picture and word cues, flow-diagram conversations, conversational tennis, disappearing dialogue, dialogue building,
g. Communicative tasks: this is done in real situation.
h. Jigsaw activities
i. Info-gap race
j. Surveys
k. Blocking games
l. Guessing games
m. Task repetition

G. TEACHING WRITING AT JUNIOR AND SENIOR HIGH SCHOOLS

The goal of teaching writing is that the teacher makes students able to write. According to Padiyono (2007) in general, teaching writing only focuses on how to write the correct and grammatical sentences. This means writing is only the process of correction grammar mistakes. It does not focus on how students share the information or meaning in their writing. On the other hand, in process of writing, the students have to find, develop, and share the ideas and write them on the paper. It means, in teaching writing correction of grammatical mistakes is only one of components in teaching writing, but it is not the main goals. The teacher should pay attention with how students can produce their writing alone which are understood by the reader.

Moreover, in writing class a teacher should give clear instruction to the students and help them. According to Scrivener (2005) a typical route for classroom work on helping students to write (where the teacher has already selected the topic or title) might involve some steps namely, introduce the topic, introduce and summarize the main writing task, brainstorming ideas, select and reject ideas, decide specific requirement, such as style, information and lay out. Creative writing is often a great activity. The teachers need to make sure the learners mainly get practice in the range of real-life writing task that they will face.

In teaching writing according to Curriculum 2013, the teacher should begin their teaching with reading. The teaching of readig is done by following scientific approach; observing, questioning, collecting information and associating. The students are expected to get concept of the materials in association stage. When the teacher is already sure that his/her students have got knowledge, then he/she continues to

communicating stage. In this stage, the teacher asks the students to communicate the knowledge they have got. To know whether the students are able to communicate, the teacher can ask them to explain again the lesson by their own words or to practice in front of the classroom.

Before the teacher asks the students to practice, first of all, the teacher does the following steps: 1) giving the students time to memorize and discuss all the texts for writing, 2) showing the model how to write the texts, 3) choosing the way how composition will be done; individual talk, pair work or group work, 4) giving the students chance to discuss with friends in their desk, and 5) asking the students to report their works in front of the classroom.

To know whether the students have already got the competence in writing, the teacher should observe the characters needed in real communication outside the classroom. The real life situation is taken as indicators of the success in writing. This is necessary because the language is not only used in the classroom, but the majority of communication happens in the students' real life. That is why, the teacher needs to know whether the students already achieve this writing skill. To help the students to get the writing skill, the teacher should be able to choose appropriate activities in teaching writing. There are a plenty of activities that can be applied by a teacher in the classroom..

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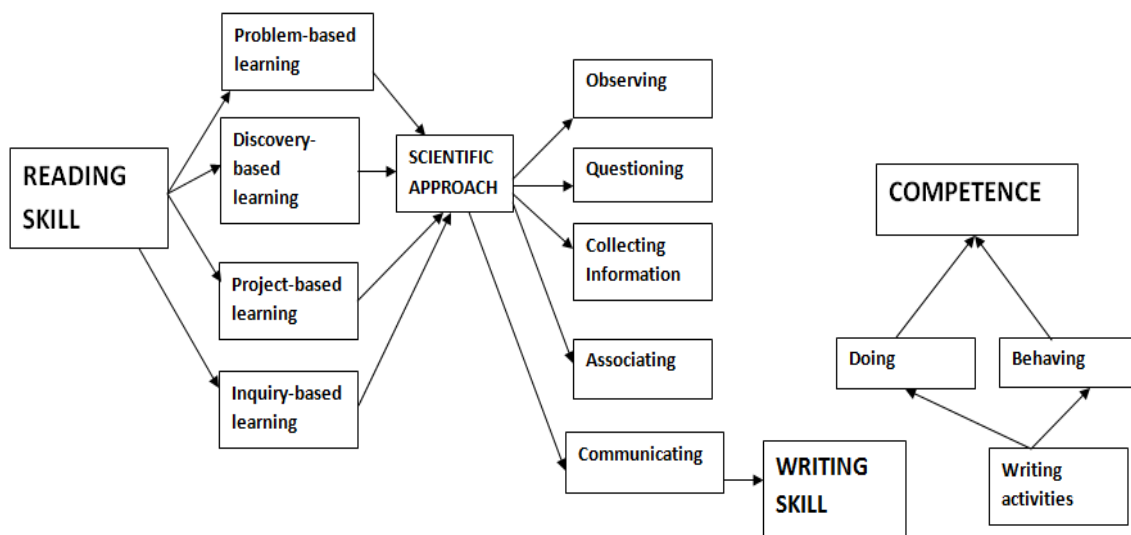

Figure 2. Integration model of reading and writing skills

H. SUGGESTED ACITIVITIES FOR TEACHING WRITING

A Writing teacher usually asks a key question concerning the necessity to focus on linguistic form and when this kind of language activity occurs in writing tasks. The answer to this question is that language activities are central to genre-oriented writing classes and language exercises are a staple of ESL writing instruction and most teachers acknowledge that language proficiency can seriously frustrate their L2 students' attempts to create effective texts. Moreover, despite variations in teaching practices, there is a strong case for providing learners with the linguistic and rhetorical

resources they need to express themselves at the point they need them: when they are beginning to draft, especially disadvantaging weaker learners.

Because teachers are concerned with how learners use language, it is often a good idea to begin language scaffolding by working down from the entire text rather than approaching it in a piecemeal fashion from the bottom up. This involves considering how a text is organized at the level of the text in relation to its purpose, audience, and message, then working on how all parts of the text, such as paragraphs and sentences, are structured, organized, and coded so as to make the text effective as written communication.

1. Language Familiarization

The main concern of familiarization tasks is raising awareness of language forms and patterns without requiring production. They link tasks closely with texts, drawing students' attention to how language is used in relevant contexts and helping them to see that the language they are learning is directly relevant to creating their target genres. These tasks also allow learners to examine aspects of the whole text and then go on to identify and practice selected features of grammar and vocabulary. At the text level it is possible to look at the visual layout of a text, its move structure, its use of headings, or the way it is divided into paragraphs. Another example is students can be asked to compare **recount** and **procedure,** and discuss the ways in which they are similar and different, or they could explore patterns of cohesion by underlining pronouns and linking them back to referents.

2. Manipulation of Models

The next step in language scaffolding is manipulation of models. Models are important for familiarization tasks because they encourage students to reflect on the features of target texts. In the next stage in learners' acquisition of a language competence for writing, models are sources of manipulation activities. Good models therefore provide students with a reliable genre schema to prepare them effectively for authentic writing situations.

There are many types of activities that can be done in model-based tasks. Those kinds of activities involve students in combining, inserting, reordering, or deleting text segments. Combining tasks enable the students to match the first part of a sentence with an appropriate second part, a cause with an effect, an event with a consequence, and so on. Insertion tasks include cloze activities, where target words or features such as topic sentences have to be inserted into a text, and storyboarding, where students use their knowledge of format and topic to predict all the language needed to recreate a text from a skeleton. Deletion tasks are often designed to encourage succinctness and good style, while reordering tasks require students to (re)construct a cut-up text like a "jigsaw" or to reorder scrambled sentences or other elements into a coherent whole. In all cases students use their knowledge of a model to carry out the activity. The following example is a model for **reordering scrambled sentences**:

3. Controlled and Guided Composition

Model texts can also provide the foundation for controlled composition tasks, developing learners' confidence and fluency by providing a text frame to complete, a parallel text to write, a draft text to edit, or other activities that involve reworking or finishing a model. Example activities include rewriting a text from another viewpoint, writing the middle or end of a story, or writing a shorter version of a text.

As students gain familiarity with the genre, they can move away from models and use their increasing knowledge of purpose, structure, and language to create texts in specified contexts and with controlled input. Guided composition tasks may include:

- Information gap, where two students must exchange information to complete a writing task
- Information transfer, where information is translated into text form from a graph, a table, or notes
- Key word writing, where students write from a given set of key words
- Picture writing, where a text is produced from a picture sequence

4. Some Suggested Writing Tasks
1. Copying; noting down, forming letter shapes, etc
2. Doing exercises; writing phrases or sentences
3. Guided writing; writing longer texts in quite restricted and controlled tasks
4. Process writing; students write what they want with helping from the teacher by choosing a topic or title
5. Unguided writing; students write freely without overt guidance, assistance or feedback during the writing process

a. Plannng Classroom Writing Tasks
1. Introduce the topic; get students interested, maybe by reading a text like article, letter, advert, or by showing pictures, etc.
2. Introduce and summarize the main writing task; make sure students are clear what they have to do.
3. Brainstorm ideas; whole class.
4. Fast write; a good way to overcome blank page terror.
5. Select and reject ideas; what's worth leaving out?
6. Sort and order ideas; start to plan structure of text by arranging ideas.
7. Decide on specific requirements: style, information or lay out; how is the text to be laid out, paragraphed and organized?
8. Focus on useful models; help students to study one or more samples.
9. Plan the text; use notes, sketches or cut-up cards to start organizing a possible shape for the text.
10. Get feedback; give suggestions or comments on the task.
11. Prepare draft(s); preparing draft version.
12. Edit; checking the grammar, vocab or ideas.
13. Prepare final text; students write a finished text.
14. Read; rather than simply give mark to the text, it is great when students respond to it

b. Real Life Writing Tasks
1. Write real letter/e-mail; think real people to whom the students can write
2. Publish your own newsletter, magazine, handout, etc.; class magazine, school magazine, fun newsletter, local news, campaign, or political issues.
3. Advertise (ideas, school, events, products, etc.).; make advertisement to local newspaper, around school, or town.
4. Send comments, replies to discussions, reviews, etc to web sites. there are now a wide number of discussions, message boards and newsgroups. Reviews on product.

5. Write questionnaires and then use them out in the street; these can be used in English or Indonesian, then write up the results and publish them.
6. Long-term projects; the4se are good way of integrating writing with other work.
7. Apply for things, fill in forms register for things, etc; this can be done directly if students have internet access or printed out on paper

I. CONCLUSIONS AND SUGGESTIONS

Speaking and writing are two language skills that should be mastered by the students at junior and senior high schools in *Indonesia* nowadays. These skills are taught through integration model. It is usually integrated with listening and reading skills. In the teaching of English today, the teacher should apply scientific approach with five steps: observing, questioning, collecting information, associating and communicating. In those steps, the speaking and writing activities are given at communicating stage.

In applying scientific approach, the teacher uses four kinds of methods, namely, problem-based learning, discovery-based learning, project-based learning and inquiry-based learning. These four methods are implemented under cooperative learning. The students do classroom activities by discussion in pairs, group or class discussion.

In speaking and writing stage, the teacher provides the students with some appropriate activities that can help the students to obtain learning objectives. It means that the activities selected by the teacher must always relevant and support the basic competence. Besides, the speaking and writing activities chosen by the teacher should also be based on the characteristic of materials. That is why, the teacher is required to prepare his/her teaching as well as possible.

The teacher is regarded to fail in his/her speaking or writing class if the students could not speak or write at the end of the class session. Therefore, the selection of activities is the main point in teaching speaking or writing. Besides, the sufficient opportunity and chance given to the students to practice in the classroom about the language items are also very decisive in speaking or writing class.

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