

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 JATINOM KLATEN IN
ACADEMIC YEAR OF 2016/ 2017.**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for Undergraduate Degree in
English Education Study Program



BY

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2018

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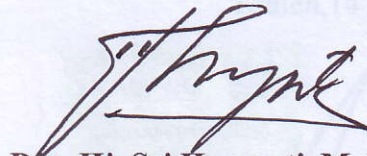
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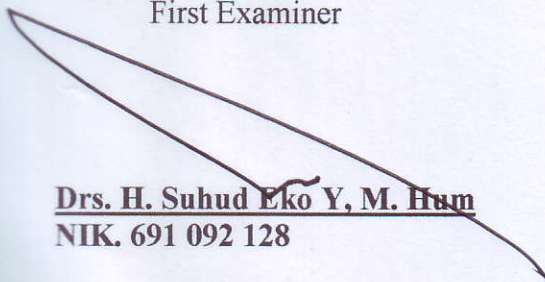
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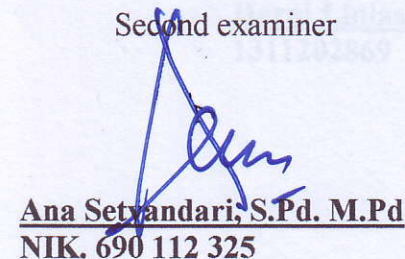
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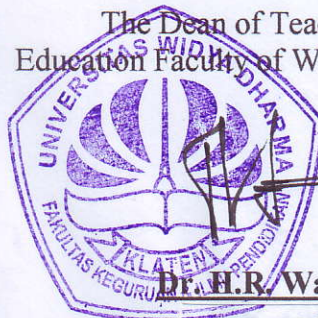
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “ **A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 JATINOM KLATEN IN ACADEMIC YEAR OF 2016/2017** ” .

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 14 March 2018

Herni Liniyasi
1311202869

MOTTO

❖ *Kegagalan hanya terjadi bila kita menyerah.*

(Lessing)

❖ *Cita-cita memang berawal dari mimpi, tapi anda jangan lupa bangun untuk meraihnya.*

(Dedy Corbuzier)

❖ *Without education you are not going anywhere in this world.*

(Malcolm X)

PRESENTATION

1. My beloved parents (Mr.Heru Sutrisna and Mrs. Harsini), I always believe the power of prayer. Thank you so much for your love, I just wanna make you proud of me. You are my everything.
2. My beloved family. Thanks for supporting and motivating me to complete this thesis. All of you have given to me your love.
3. My lovely Amas Vicnus Wahyu Ismoyo, Thanks for supporting and always accompany me all the time when I need. "I love you".
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LIST OF ABBREVIATIONS

1. App : Appendix
2. Doc. : Document
3. FN : Field Note
4. Intrv. : Interview
5. LP : Lesson Plan
6. Obs. : Observation
7. Pg. : Paragraph

LIST OF APPENDICES

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ABSTRACT

Herni Liniyasi, Student Number: 1311202869, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2018. Thesis: *A Case Study on Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017*.

This thesis aims at giving a description of the English teaching and learning writing of the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017. The researcher does the interview with the English teacher and the students and the observation of teaching and learning English process as the answers of the problems of this study: How is the process in teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year 2016/2017?, What are the obstacles found by English teacher in teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year 2016/2017?, How is the solution that the English teacher uses to solve the obstacles found in the teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year 2016/2017?

In getting the data, the researcher uses observation, interview and document. The researcher observes the teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year 2016/2017. The researcher interviews the English teacher and the students for detail information. The researcher collects the data by interview and observation in the teaching and learning process. The researcher uses descriptive qualitative method to explain the teaching of English applied by the English Teacher.

After analyzing the data, the researcher finds: 1) The process of teaching and learning writing consists of the teacher's preparation, the activity, the material, the method, media, and evaluation in teaching and learning writing of the eleventh year students of SMA N 1 Jatinom Klaten; 2) The obstacles found in teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten are: the students are lack of vocabularies and grammar, the students get difficulties in translating from Indonesian into English, the media in the classroom uncompleted; 3) The solutions from the teacher to overcome the obstacles found in teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten are: the teacher ask the students to practice in the writing as much as possible and give them exercise to writing, the students see the word in the dictionary if translating into English and the school should facilitates well.

Keywords: *Case study, teaching and learning, writing.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is basically a means of communication. Without language, human cannot interact to each other. People use language to express their feeling, ideas, opinions and desires. One of the languages that allow people to communicate with people from another country is English.

According to Davies and Pears (2000: 5), English should be used for real communication in the classroom as much as possible. This means introducing some of the needed for routine greetings, instructions and request. And, depending on the overall objective of the course, as much as time as possible should also be given to realistic work on the language skills that the learners need to master, for example, conversation, reading comprehension, or written composition. The students are able to master English through teaching and learning.

Brown (2000: 7) states that teaching is guiding or facilitating learning, enabling the learner to learn, setting that conditions for learning. While, learning is acquiring or getting of knowledge of a subject or a skill by studying, experience or instruction.

Teaching and learning English in senior high school needs the instructional system or curriculum. According to *Peraturan Menteri Pendidikan Nasional Republik Indonesia nomor 19 (2006: 170)*, *kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi dan bahan pelajaran*

serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. From that statement, in the curriculum consists of the objective of teaching and learning. According to Permendikbud No.26 Tahun 2013, the objective of English lesson in senior high school includes four language skills, they are listening, speaking, reading, and writing. Those language skills are supported by three aspects of language. They are vocabulary, pronunciation and grammar. They cannot be separated because they are related each other. To teach these objectives, the Indonesian government has plan English curriculum for senior high school.

The teaching materials for the eleventh grade students of senior high school in curriculum are giving suggestion, narrative, giving opinion, writing hopes and dream, invitation, letter, report, analytical exposition, procedure, etc. to get the success in learning English the students must master the materials which have been taught by their teacher.

As a part of English skill, writing should be mastered by the learners as the teaching goal stated. The students must be able to express their ideas into a writing in order to behave the students to be critical thinking. It is important for the students to communicate their messages or express their minds and ideas through writing because expressing the ideas and conveying the messages are not only done by speaking. The most important in learning writing is the learners would be able to plan and rethink what they want to communicate in written form. Students need to know how to write letter, article, how to tell their experience and so on through writing. Those are the importance of learning writing as a language skill.

Harsyaf et al (2009: 4), state that writing skill is an important language skill because it is a productive skill that shows how skillful the students are in writing and discovers that talented students in this field. In addition, writing is a way that a student can express his ideas or thoughts on the paper. Moreover, recently people prefer the written form of communication in accessing information than the oral communication. It is clear that writing is important but the teaching writing not successfully yet. Teaching English writing is not easy, the learners repine that writing English is difficult. It is because there are many differences between their native language with English such as the spelling skills, they will avoid to use words that are difficult to spell. The other difficulties are some learners are able to say what they want to write but have difficulty in putting it into written form. They have problems in translating their ideas into text. Some learners can do this but very slow. So, they have lack of fluency in turning ideas into text.

According to Hyland (2002: 78) writing is learned, rather than taught, and the teacher's best methods are flexibility and support. This means responding to the specific instructional context, particularly the age, first language and experience of the students, their writing purposes, and their target writing communicate, and providing extensive encouragement in the form of meaningful contexts, peer involvement, prior texts, useful feedback and guidance in the writing process. So, the teacher must active and creative to improve their students.

In teaching to second language learners, there are some issues that have appeared and some of those issues are still controversial in the second language

writing teaching process. One of those issues is about process versus product. Process and product here are concerned with what we call approach. In the teaching of writing it can be focused on the product of that writing or the writing process itself (Harmer, 2001: 57).

Teacher plays important role in teaching and learning process. To give the attractive and mature teaching and learning process, the teacher needs some preparation. Good teacher usually has the same type of plan when they come into their classrooms (Fauziati, 2010: 189). It is not only about the material but also a whole process of teaching and learning writing must be prepared before the teacher enters classroom. So, the teacher uses the lesson plan in every class meeting to conduct an effective process of teaching and learning writing.

Before teaching in the class teacher can make a good preparation if the teacher makes lesson plan. Lesson plan is intended to help the teacher organize the lesson efficiently and effectively (Richards and Lockhart, 1994: 79). In a lesson plan, teacher can describe the aims or objectives of the lesson, the activities of the students, teaching aids to be used, teaching strategies, the time needed for each activity, and so on. Ramelan (1992: 4) states teaching material as one of factors that affect the result of teaching. This is because by choosing good and interesting materials, students will be interested in learning it. When students enjoy learning the materials, they will understand it easily. Hence, good materials give good impact for result of teaching.

Based on the explanation above, the researcher is interested in conducting a research of case study on teaching and learning writing in the eleventh year

students of SMA N 1 Jatinom Klaten. Therefore, this research is entitled “*A Case Study on Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017*”.

B. The Reason of Choosing the Topic

The reasons that encourage the researcher to choose the topic are as follow:

1. The result of these research findings gives an appropriate teaching technique should be provided to cope the difficulties of learning writing. So, the students can understand how to write down their ideas then they can improve their writing skill. By having appropriate teaching method, the objective of teaching and learning will be achieved.
2. Writing skill is part of the material subject that must be learned by the students in SMA N 1 Jatinom Klaten. So, it must be given special attention by having a good technique in writing, in order to make the students get easy in understanding it.

C. The Limitation of the Study

Based on the background, the researcher limits this study through the scope of the study limitation as follows :

1. The process of teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017
2. The obstacles found by English teacher in teaching and learning writing to

the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017

3. The solution of the obstacles found by English teacher and students in teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017

D. The Problem of the Study

In the case, the researcher would like to present the problem that can be formulated as follows:

1. How is the process of teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017?
2. What are the obstacles found by English teacher in teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017?
3. How does the English teacher solve the obstacles in teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017?

E. The Aim of the Study

The aim of the study has academic reason as follows:

1. To describe the process of teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017
2. To describe the obstacles found by English teacher in teaching and learning

writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017

3. To describe the solution of the obstacles found by English teacher in teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017

F. The Benefit of the Study

By knowing the result of the study, the use of this study can be stated as follows:

1. The Theoretical Use

The result of the study can be used to enrich the repertoire of teaching writing theory.

2. The Practical Use

For the reader and the researcher, the result of this study will hopefully be useful for those who are in the field of developing the process on teaching and learning writing in senior high school. While for the English teacher at SMA N 1 Jatinom Klaten, the result of the study can be used to help the overcome problems on teaching writing to the eleventh year students.

G. The Clarifications of the Key Terms

In order to get a clear concept of the material discussed in this research, the researcher tries to clarify the terms of this study. Those are as follow:

1. Case Study

According to Yin (2011: 1), case study is one of the research methods related with the social sciences. Commonly, case study is a proper

strategy in a research related to the question of how or why, when the researcher had a little chance to control the researched events, and when the research lied in the contemporary phenomenon in the real life. So, case study means a method of research in which the primary question is how the process of teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten.

Gerring (2007: 20) states that a case study may be understood as the intensive study of a single case where the purpose of that study is – at least in part – to shed light on a larger class of cases (a population). Case study research may incorporate several cases, that is, multiple case studies. In this study, case study means an intensive study of single case where the purpose of that study is to shed light on a larger class of the process of teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017.

2. Teaching and Learning

Usman (1990) in Suryosubroto (2002: 1) states that the teaching and learning process is a process which contains a sequence of teacher and learner behavior based on the mutual relationship which happens on the educative situation to achieve a certain purpose. According to Suryosubroto (2002: 1) It is as a process that contain two definitions, those are a sequence of step of learning something and a sequence of planning activity done by the teacher, activity implementation until evaluation and sustainability program.

In this research, teaching and learning process is a sequence of steps of learning English or a sequence of planning activities done by the teacher. Teaching and learning activity will be done starting from planning, implementation, evaluation and sustainability program of writing particularly to the eleventh year students of SMA N 1 Jatinom Klaten in Academic Year of 2016/2017.

3. Writing

According to Hyland (2002: 1) writing is central to our personal experience and social identities, while to Hornby (1995: 1383), 1) writing is the activity or occupation of writing for example books, stores or articles. 2) written for works for example book or essay.

In this study, writing is an activity of gathering idea and organizing them into statements and paragraph in the written narrative text of the eleventh year students of SMA N 1 Jatinom in academic year of 2016/2017.

H. The Organization of the Study

In order to give a description to the readers and to facilitate the thesis arrangement, the researcher presents this thesis as follows:

Chapter I deals with introduction. It consists of the background of the study, the reason for choosing the topic, the problem of the study, the limitation of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II deals with review of related literature. It consists of the definition of writing, types of writing, the component of writing, the function and purpose of writing, the importance of writing, teaching writing process and the principles of writing.

Chapter III deals with the research method. It consists of the case study research, the meaning of research method, the strategy of the research, the data and the source of the data, the method of collecting the data, and the technique of analyzing the data.

Chapter IV deals with the result of the study. It consists of analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher attempted to give a brief conclusion and suggestion about teaching and learning writing to the eleventh year students of SMA N 1 Jatinom Klaten in academic year of 2016/2017.

A. Conclusion

After analyzing the result of observation, interview with the informants, and documentation about the teaching and learning writing in the eleventh year students of SMA N 1 Jatinom Klaten in academic year of 2016 / 2017, the researcher can draw the conclusion about the teaching writing, as follows:

1. The process of the teaching and learning English to the eleventh year students of SMA Negeri 1 Jatinom Klaten consists of: first, the process of teaching and learning English writing. This consists of preparation such as lesson plan, material and is conducted from the preparation until the evaluation. The English teacher of SMA Negeri 1 Jatinom Klaten always prepares the lesson plan and material. Second, the students and teacher activity in classroom are opening, main activity and closing. Third, teaching media that teacher uses are white board and text book to teach the students. Fourth, the evaluation is used to measure the student's understanding about the material. The teacher gives spoken and written test in evaluation. In the teaching and learning process of writing the students are able to arrange a narrative text.

The students know the characteristic of narrative text then implement it in arranging narrative text.

2. The obstacles found in teaching and learning English writing in the eleventh year students of SMA N 1 Jatinom Klaten are the students are lack of vocabularies and grammar, the students get difficulty in translating from Indonesian into English and they have limited media in the classroom (The teacher does only use the whiteboard, he does not use any other media in teaching and learning process).
3. The solution was teacher asked the students to practice in the writing as much as possible and give them exercise to writing (writing narrative text). The teacher also asks the students to see the word in the dictionary if translating into English and the school should facilitate well.

B. Suggestion

Based on the finding of the research, the researcher would like to give the suggestion for the students and the English teacher.

1. For the students

The students should always practice English at school and at home by writing composition in English. They can practice by writing diary book. They must be more active and regular in learning English by asking question to the teacher if they find difficulties.

2. For English teacher

The teacher must be able to create classroom situation more interesting by applying different model of teaching in every meeting such as discussion, jig saw, three-phase method, etc. The teacher should also give more exercises to the students to improve the students' abilities.

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