

**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE
EIGHTH YEAR STUDENTS OF MTs TTQ CILACAP 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

NAME : TUGIYEM

NO : 1011202584

TEACHING TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2018

APPROVAL

**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE
EIGHTH YEAR STUDENTS OF MTs TTQ CILACAP IN ACADEMIC
YEAR OF 2016/2017**

By

NAME : TUGIYEM

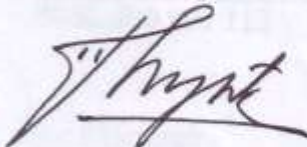
NIM : 1011202584

Approved by the consultant to be examined before the Board of Examiners of
Teacher Training and Education Faculty on:

Day : Wednesday

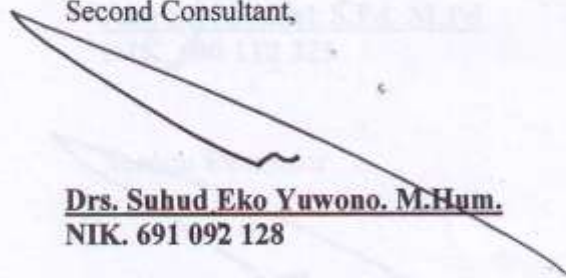
Date : 28th February 2018

First Consultant,



Dra. Sri Haryanti, M. Hum.
NIP. 19610619 198703 2 001

Second Consultant,



Drs. Suhud Eko Yuwono, M. Hum.
NIK. 691 092 128

RATIFICATION

A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE
EIGHTH YEAR STUDENTS OF MTs TTQ CILACAP YEAR 2016/2017

NAME : TUGIYEM

NIM : 1011202584

Accepted by the Board of Examiners of Teacher Training and Education Faculty,
University of Widya Dharma Klatenon:

Day : Wednesday

Date : 14 March 2018

Boards of Examiners:

Chairman

Dr. H. R. Warsito, M.Pd
NIK. 690 901 113

Secretary

Ana Setyandari, S.Pd. M.Pd
NIK. 690 112 325

First Examiner

Dra. Sri Haryanti, M. Hum
NIP. 19610619 198703 2 001

Second Examiner

Drs. Suhud Eko Yuwono, M. Hum
NIK. 691 092 128



Faculty of the Teacher Training and Education

Dr. H. R. Warsito, M.Pd
NIP. 690 890 113

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE EIGHT YEAR STUDENTS OF MTs TTQ CILACAP YEAR 2016**”

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, 7 March 2018

Tugiyem
1011202584



MOTTO

1. Learning is a treasure that will follow its owner everywhere. (Chinese Proverb)
2. Each day learn something new, and just as important, relearn something old (Robert Brault)
3. Honesty is the best policy.
If I lose mine, I lose myself (William Shakespeare)
4. Integrity is telling me the truth.
Honesty is telling others the truth (Spence Johnson)
5. With the hardship, there is relief (Q.S: 94-6)
6. Failures are your teacher. Learn from them. (The writer)
7. The more you read the more things you'll know. The more you know the more place you'll go (Dr. Seuss)
8. What is the difference between school and life? In school, you are taught a lesson and then given a test. In life, you are given a test that teaches you a lesson. (Tom Bodett)
9. The elegance of honesty needs no adornment (Marry Brown)

PRESENTATION

This thesis is presented to:

- ✚ My beloved Mom, Mrs. Murniyah, for her prayers and deep affections
- ✚ My beloved and wonderful late father, Mr. AchmadiYatiman who had given motivations and advices. I will always miss his jokes and presence. I love and miss you dearly
- ✚ My beloved husband, Mr. AgoesDwiSantosa, for his tremendous supports and love
- ✚ My beloved daughter, GendisAyuSulistyaningrum, for her cute smile when she looks at me
- ✚ My big and loving family who support my studying and give full encouragements all the way. I love you all.
- ✚ All lecturers of Widya Dharma University, who had guided me all these time. My tremendous gratitude to you all. Your guidance and patience will never be forgotten.
- ✚ All friends who encourage and support me.

ACKNOWLEDGMENT

First of all, the writer would like to thank to God, that gives grace and bless for finishing this paper as a partial fulfillment of getting undergraduate Degree of education in English Education Study Program.

The writer realizes that this research would be impossibly finished without other people's help. The writer would like to express her special appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., The Rector of Widya Dharma University.
2. Dr. H. R. Warsito, M.Pd., The Dean of the Teacher Training and Education Widya Dharma University.
3. Ana Setyandari, S.Pd. M.Pd, the Head of English Language Education Study Program.
4. Dra. Hj. Sri Haryanti, M. Hum, the first consultant who has given the suggestion and correction in writing this thesis and guides me patiently and sincerely in finishing this thesis.
5. Drs. H. Suhud Eko Yuwono, M.Hum, the second consultant who has given the guidance, suggestion, correction, advice, information, and motivation during writing and finishing this thesis.
6. All lecturers of English Education Study Program of Widya Dharma University Klaten
7. The Headmaster, English teacher and the students of the eighth year of MTs TTQ Cilacap who had participated enthusiastically during teaching and learning process.

8. The Headmaster, English teacher and the students of eighth year of SMP PEMDA Kesugihan Cilacap who had participated enthusiastically during try-out test.
9. Everyone whom the writer can't mention one by one. Thank you for everything.

The writer is really aware that this paper is still far from being perfect. Therefore, the writer will be grateful to receive the criticism and suggestion from the readers in order to make this paper perfect. Finally, the writer hopes that this paper can be useful for the writer herself and the readers in general.

Klaten, 7 March 2018

The writer

TABLE OF CONTENT

TITLE	i
APPROVAL	ii
RATIFICATION.....	iii
PRONOUNCEMENT	iv
MOTTO.....	v
PRESENTATION.....	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLE	xi
LIST OF APPENDICES	xii
ABSTRACT.....	xiii
CHAPTER I INTRODUCTION	
A. Thebackground of the study	1
B. The Reason for Choosing the Topic.....	2
C. The limitation of the study	3
D. The problem Of the Study.	3
E. The aim of the study	3
F. The uses of the study	4
G. The clarification of the key term	4
H. The organization of the study	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Meaning of Writing	7

B. The Types of Writing	8
C. The Purpose of Writing	11
D. The Importance of Writing.....	13
E. The Process of Writing	14
F. The Classroom Techniques and Task of Writing	16
G. Teaching Writing	21
H. The Kinds of Writing Test	24
 CHAPTER III THE RESEARCH METHOD	
A. The Meaning of Research Method	33
B. The Subject of the Study.....	33
C. The Technique of Collecting the Data	36
D. The Technique of Analysing the Data	45
 CHAPTER IV THE RESULT OF THE STUDY	
A. Presenting the Data.....	47
B. Analyzing the Data	51
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	53
B. Suggestion	54
BIBLIOGRAPHY	55
 APPENDIX	

LIST OF TABLE

Table 1	The blue print of test of descriptive text and recount text.....	37
Table 2	The result of the try out	40
Table 3	The Preparation of Validity Computation.....	40
Table 4	The Preparation of Reliability Computation.....	43
Table 5	The category of the students' Mark	46
Table 6	The result of the test on writing	48
Table 7	The Category of the Students 'mark	49
Table 8	The Students 'Mastery in Each Category	51

LIST OF APPENDICES

Appendix 1	Letter of permission to be thesis consultant
Appendix 2	Letter of permission to try – out
Appendix 3	Letter of permission to research from the university
Appendix 4	Letter of permission from MTs TTQ Cilacap
Appendix 5	List of Students in Try – out of SMP PEMDA, KesugihanCilacap
Appendix 6	List of Students as population of MTs TTQ Cilacap
Appendix 7	List of Students as sample of MTs TTQ Cilacap
Appendix 8	The blue print of the research instrument
Appendix 9	Instrument of the research
Appendix 10	Answer Key
Appendix 11	The students' worksheet
Appendix 12	The students' result

ABSTRACT

TUGIYEM, No: 1011202584. English Education Study Program, Faculty of Teacher Training and Education, Widya Dharma University, 2018. Thesis: *A Descriptive Study on the Mastery of writing of the Eighth Year Students of MTs TTQ Cilacap Year 2016/2017.*

This research aims at answering the question which becomes the problem of this study: “How is the writing mastery of the eighth year students of MTs TTQ Cilacap in academic year of 2016 /2017? “. The aim of the study is to describe the mastery of writing of the eighth year students of MTs TTQ Cilacap in academic Year of 2016/2017.

The writer takes the eighth year students of MTs TTQ Cilacap in 4 classes. Therefore, the writer takes 14% of the population’s member that is 40 students as sample by using proportional random sampling. The writer uses the instrument to collect the data. The writer uses multiple choice test. In analyzing the data, the writer uses statistical method. It is implemented in the form of mean. It is intended to know the students’ mastery of the test on the variable.

The result of the data analysis shows that the mean is 76.625. Finally, the writer draws the conclusion that the mastery of writing of the eighth year students of MTs TTQ Cilacap in academic Year of 2016/2017 is **Good**.

Key words: *Descriptive Study, Mastery, Writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is very important in this life especially in verbal communication. There are many international languages in the world. One of them is English. It is very important and necessary to learn English. Many people use English for business, politics, industry, education and other profession. English has gained its popularity all over the world, including Indonesia. Without mastering English the country will be left in making cooperation with foreign countries or improving the power of knowledge. English has also become a compulsory subject which is taught and learned from primary or secondary school to university. In the past English was only taught at secondary schools. In current years, teaching English is expanding into primary or secondary school settings.

It is undeniable that now in modern life, the development of technology keeps on increasing. English plays a very important role as a means of communication. There are many important books written in English, and vacancies need persons who master English well, at least those who understand English passively. To be able to get vacancies, people try to develop their ability and their skills in mastering English.

The phenomena have caused many English educators charge with curriculum and materials development to raise questions about how to teach English best as a foreign language to young children. From the experience, the best way to teach children English is to not only get them physically involved within the lesson, but also

create the illusion that they are simply playing games. Generally, children study word or write faster if supported by visual aid, for example picture, the real thing, games, etc.

Writing is very important for second language learners; only with sufficient writing learners can effectively express their ideas both in oral and written form. Knowing some principles on the way one's writing develops in relation to memory will make us aware of the particular teaching techniques suitable for writing teaching and learning. By using appropriate techniques to learn new writing, students will find it useful and interesting.

Based on the explanation above, it is hoped that the study of writing will have some importance to the readers, teachers, and students. In this case, the writer predicts some importance of the research; it can reduce the student's difficulties in learning writing.

B. The Reason for choosing the Topic

The reasons for choosing the topic can be stated as follows:

- A. Writing skill is one skill that should be mastered by the students based on competency standard. The scope that can be reached from learning writing covers enrichment of vocabulary, mastering grammar, and understanding in integrating the sentences.
- B. English writing in Junior High School is necessary because this program is to help students be more ready and confident in learning English at the higher levels.

C. The Limitation of the Study

In this study, the writer would like to limit the study only to the mastery of descriptive writing of the eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017

D. The Problem of the Study

Based on the background of the study, the writer would like to present the problem that can be formulated into the following question: “How is the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017?”

E. The Aim of the Study

The writer’s aim of the study is to describe the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017.

F. The Use of the Study

This is classified into two, namely:

1. Practical Use

For the students and teacher, the result of the study can improve their ability on writing mastery in Junior High School, especially descriptive text. For the teacher, it can be a recommendation for them to encourage the students in mastering writing skill. Then for the readers, the result of the study can be useful as a reference for their study of research in the future.

2. Theoretical Use

The result of the study can be used to enrich the knowledge of writing theory for the teacher and the students in order to know that she will do as an English teacher in the future. By the research, the teacher can understand and know the student's ability.

G. The Clarification of the Key Term

To understand the meaning of the topic, the writer would like to clarify the meaning of the terms, they are:

A. Descriptive study

According to Hinkel (2011: 192), descriptive studies are those that describe behaviors, outcome, score, etc, using statistics such as frequencies, percentage, descriptive statistics (including the mean, mode, median, midpoint, low, high, range, standard deviation, etc)

According to Richards and Schmidt (2002: 152), descriptive research is an investigation that attempts to describe accurately and factually a phenomenon, subject or area. Surveys and case studies are examples of descriptive research. The study of language teaching methodology has sometimes been criticized because of the lack of descriptive research describing how teachers actually use methods in the classroom.

Descriptive study on the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017 means an investigation that attempts to describe accurately and factually the mastery of writing of eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017.

B. Mastery

Mastery is complete knowledge or great skill (Hornby 1995: 721). In this study, mastery means students' complete knowledge on writing. It is indicated by students' mark based on writing test.

C. Writing

According to Nunan (2003:88), writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphic inked onto parchment or an e – mail message typed into computer. On the other hand writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. According to Harmer (2004: 4), writing is used for a wide variety of purposes; it is produced in many different forms.

In this study, writing is an act of gathering idea and organizing them into statements and paragraphs in written descriptive materials of the eighth year students of MTs TTQ Cilacap in Academic Year of 2016/2017.

H. The Organization of the Study

In order to give a brief description to the readers, the writer divides this thesis into five chapters as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem 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 is about review of related literature. Here the writer presents about the definition of writing, types of writing, and the purpose of writing, the process of writing and the classroom technique and tasks of writing.

Chapter III is the research method. It consists of the meaning of research method, the subject of the study, the technique of collecting data, and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of presenting the data, analyzing the data and discussing of finding.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSSION AND SUGGESTION

In this chapter, the writer discusses the conclusion and suggestion of the research. The research was implemented in the eighth year students of MTs TTQ Cilacap in Academic Year of 2016/2017.

A. Conclusion

After presenting and analyzing the data which were obtained from the research, the researcher would like to conclude the result of the research. The main purpose in this study is to describe the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year of 2016/2017. In this chapter, the researcher wants to answer about the main problem that is “How is the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year 2016/2017?”

Based on the previous computation, the students who get very good category are 17 students or 42.5%, good category 20 students or 50% and fair category are 3 students or 7.5%. There is no student who gets poor and fail category. The mark of students' mastery is 3065 for 40 students. The mean score is 76.625 and it is categorized into good category. So it can be concluded that the mastery of writing of the eighth year students of MTs TTQ Cilacap in Academic Year of 2016/2017 is good.

B. Suggestion

Based on the conclusion, the writer would like to give suggestion to the teacher and students.

1. To the teacher

Hopefully, in the teaching process, the teacher can give more knowledge to the students in order they can always get very good score. The researcher thinks that the teacher should give more writing exercises.

2. To the students

Many students think that learning English especially in writing skill is difficult, so the writer suggests that students:

- a. Love to the English lesson first,
- b. Study hard,
- c. Explore the vocabulary,
- d. Do many exercises,
- e. Practice English in learning English and not to be afraid to ask to the teacher about the material.

BIBLIOGRAPHY

- Arikunto, Suharsini. 2012 *Dasar – dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- _____. 2013. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Bailey, Stephen. 2011. *Academic Writing A handbook for International Students Third Edition*. New York: Routledge.
- Brown. H. Douglas. 2000. *Principles of Learning and Teaching. Fourth Edition*. White Plains, New York: Pearson Education.
- _____. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*. White Plains, New York: Pearson Education.
- _____. 2004. *Language Assessment: Principle and Classroom Practice*. White Plains, New York: Pearson Education.
- Burgess, Sally and Katie Head. 2005. *How to Teach for Exams*. Boston: Pearson Education.
- Celce – Maranne Murcia. 2001. *Teaching English as a second or Foreign Language (TEFL)*. Boston: Heinle and Heinle Thomson Learning Inc.
- Cresswell, John. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative Research*. Boston: Pearson Education.
- Eggenchwiler, Jean and Emily Dotson Biggs. 2001. *Writing: Grammar, Usage, and Style*. New York: Hungry Minds, Inc.
- Hadi, Sutrisno. 2015. *Metodologi Riset*. Yogyakarta: Pustaka Pelajar.
- Harmer, Jeremy. 2002. *The Practice of Teaching English*. New York. Longman.
- _____. 2004. *How to Teach Writing*. England: Longman.
- Harsyaf, Nurmaini & Zakhwan. 2009. *Teaching Writing*. Jakarta: MGMP.
- Hinkel, Eli. 2011. *Handbook of Research in Second Language Teaching and Learning*. New York: Routledge.

- Hornby, A.S. 1995. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.
- Hyland, Ken. 2002. *Teaching and Research Writing*. London: Longman Group.
- Knapp, Peter and Megan Watkins. 2005. *Genre, Text, Grammar: Technology for Teaching and Assessing Writing*. Sidney: University of New South Wales Press.
- Meyers, Alan. 2005. *Gateways Academic Writing, Effective Sentence, Paragraph and Essays*. London: Longman.
- Nunan, David. 2003. *Practical English Language Teaching*. Berkeley: University of California.
- Nurgiantoro, Burhan. 2001. *Penelitian Dalam Pengajaran Bahasa dan Sastra*. Yogyakarta: BFEE.
- Richards, Jack C. and Richard Schmidt. 2002. *Dictionary of Language Teaching and Applied Linguistics*. Edinburg : Longman.
- Suryabrata, Sumadi. 2000. *Metodologi Penelitian*. Jakarta: Rajawali
- Tarigan. Henry Guntur. 2013. *Menulis Sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.
- Wardiman, Artono. 2008. *English in Focus 2: For Grade VIII Junior High School. Edisi I*. Jakarta : Pusat Pembukuan, Departemen Pendidikan Nasional .
- Zuzana, Svobodova. 2000. *A Partical Handbook for Scientific and Technical Writers*. New York: Technical University Press.