

**A DESCRIPTIVE STUDY ON TENTH-YEAR-STUDENTS' WRITING
SKILLS AND ITS LEARNING PROCESSES IN THE CLASSROOM OF SMA
N 1 JOGONALAN, KLATEN IN ACADEMIC YEAR OF 2017/2018: THE
COGNITIVE AND AFFECTIVE SKILL ANALYSIS**

S1 - THESIS

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



By

Name : Winda Lestari

Student No. : 1411202920

**TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF WIDYA DHARMA KLATEN
2018**

APPROVAL

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By

Name : Winda Lestari

Student Number : 1411202920

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

Day : Thursday


Date : 30th August 2018

First Consultant,

Second Consultant,



Dr. Endang Eko Djati, M.Hum.
NIK. 690 886 103



Dr. Didik Rinan Sumekto, M.Pd.
NIK. 690 909 302

RATIFICATION

A DESCRIPTIVE STUDY ON TENTH-YEAR-STUDENTS' WRITING SKILLS AND ITS LEARNING PROCESSES IN THE CLASSROOM OF SMA N 1 JOGONALAN, KLATEN IN ACADEMIC YEAR OF 2017/2018: THE COGNITIVE AND AFFECTIVE SKILL ANALYSIS

By

Name : Winda Lestari

Student No. : 1411202920

Accepted by the Board of Examiners of Teacher Training and Education Faculty,
University of Widya Dharma Klaten on

Day : Tuesday

Date : 4th September 2018

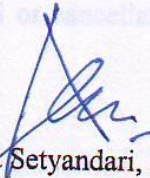
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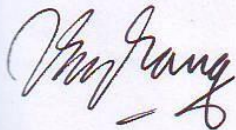
Dr. H. Ronggo Warsito, M.Pd.
NIK. 690 890 113

Secretary,



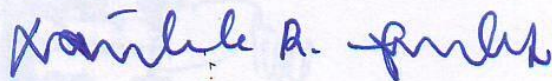
Ana Setyandari, S.Pd., M.Pd.
NIK. 690 112 325

First Examiner,



Dr. Hj. Endang Eko Djati S., M. Hum
NIK. 690 886 103

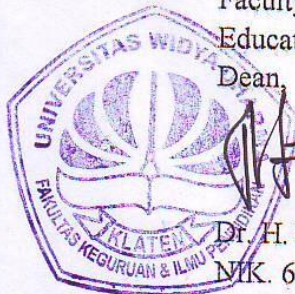
Second Examiner,



Dr. Didik Rinan Sumekto, M.Pd.
NIK. 690 909 302

Faculty of Teacher Training and
Education

Dean,



Dr. H. Ronggo Warsito, M.Pd.
NIK. 690 890 113

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "A DESCRIPTIVE STUDY ON TENTH-YEAR-STUDENTS' WRITING SKILLS AND ITS LEARNING PROCESSES IN THE CLASSROOM OF SMA N 1 JOGONALAN, KLATEN IN ACADEMIC YEAR OF 2017/2018: THE COGNITIVE AND AFFECTIVE SKILL ANALYSIS".

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

Klaten,



Winda Lestari
Winda Lestari
NIM. 1411202920

MOTTOS

- ❖ Actually, after difficulty there is ease (**Qs: Al Insyirah**)
- ❖ Always be ready when the chance comes (**The Writer**)
- ❖ Since the life happens only, waking up at ease in the morning and working doing your best (**Kim Tae Hyung**)
- ❖ Even when I fall and hurt myself I keep running toward dream (**Bangtan**)
- ❖ Everything will be fine if you believe (**Gino Prasetyo**)

PRESENTATION

This thesis is presented to :

- ❖ My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be good person.
- ❖ My beloved Father and Mother that always support me, and thanks for fight till the end and never give up for me. For Mother thank you for loving me, even though sometimes I did everything that I want to do and make you disappointed. For Father who always said to me do everything with all of your heart and soul or you will just get tired.
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- ❖ My beloved Husband for giving support me until I have finished this thesis
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The researcher realizes that this paper is still far from perfect, therefore the researcher expects any constructive criticism and suggestion from the reader to make this thesis become perfect.

Finally, the researcher hopes that this thesis will be useful especially for the readers in general and also can be real contribution for the improvement of teaching English in Indonesia.

Klaten, August 2018

Winda Lestari

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ABSTARCT

WINDA LESTARI, NO. 1411202920. English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2018. Undergraduate Thesis: *A Descriptive Study on Tenth-Year-Students' Writing Skills and Its Learning Processes in the Classroom of SMA NEGERI 1 JOGONALAN in Academic Year of 2017/2018: The Cognitive and Affective Skills Analysis.*

The problem of this study is “How is writing skills on learning processes on tenth-year students’ in the classroom of SMA N 1 Jogonalan, Klaten in academic year of 2017/2018: The Cognitive and Affective Skill Analysss”. This study will aim at investigating and observing students’ classroom-based cognitive and affective skills during the process of writing skill subject with the topic of recount texts among the tenth-year-students of SMA Negeri 1 Jogonalan in the academic year of 2017-2018.

In this study, the writer takes the tenth year students SMA Negeri 1 Jogonalan Klaten in Academic Year 2017/2018 as the population. The number of population is 140 students divided into four classes. In this study, the researcher takes 32 students propotional random sampling. For getting the data, the researcher gives a essay test. The researcher instructs the students to make recount text about holiday activities which is done within 45 minutes. The researcher analyzes the data by using SPSS formula.

The overall achievement of students writing skill was **good** category with mean (53,9%) of organization category (50,0%), mechanics category (50,0%), evidence category (53,1%) and sentence structure category (62.5%).

This is proven, when researchers observed only 75% of students who still lacked good affective skills. But the rest all students have a relatively good attitude. The researcher writes the truth about the affective skill of the students that happened in teaching and learning activity on that moment.

Key words: *Decriptive study, Cognitive and affective, Writing*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

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. 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 (Sokolik, 2003: 88). Writing is one of the indispensable things in studying English. It is one of the language skills students have to learn in their learning process (Huy, 2015: 66). In the process of teaching and learning, writing plays a significant role through which learners can be assessed.

Many students assume that writing skill is the most difficult skill to be learned. According to Richards and Renandya (2002: 303), writing skill is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text (Fauziati, 2010: 45). Writing is known as one of the most important but difficult academic skills. It usually takes so much time for the students to master competently and tends to be a boring lesson (Togatorop, 2015: 247). It can be concluded writing is a physical act of passing words or mental work to find ideas that reveal how to express and organize them into statements or paragraphs that will be clear to the reader. This is one of the academic skills that is indispensable in learning English.

According to Yi (2009: 53), writing is one of the important skills in teaching English. It is clear that senior high school students must learn and know well the sentence, the text, the kind of text, and the passage they read. The writer thinks that to express their idea, they must understand how to write according to the correct generic structure and grammar. Writing skill is included in main standardized tests worldwide as well as nationwide (Yi, 2009: 53). It is the reason why students must learn and master the writing skill because it can support other skills of English, so the students can achieve their goal of learning. In writing, the students must apply the five general components of the writing process: they are content, form, grammar, style, and mechanic. In the teaching-learning process of writing, students are expected to be able to write a text. The students were provided with an opportunity in learning essential vocabulary, grammar and samples of writing of the proposed topics.

According to theories above, this study attempts to investigate the writing skills of the tenth-year-students in the academic year of 2017/2018. In writing skills, the cognitive-based skill will be analyzed based on students' paragraph tests, whilst the affective-based skill on learning process in classroom will be analyzes bases on students' teaching and learning process through the observation activities. Learning is a change in an individual's behaviour as a result of learning process obtained in gaining and understanding knowledge. According to Bloom (1956) in Kuboja and Ngussa (2015: 38), a educational objectives divides into three domains. They are cognitive domain, affective

domain, and psychomotor domain. Those domains are important to be improved in order to give students experiences to develop their abilities and chances to interact each other in constructing their knowledge. According to Bloom (1956) in Kuboja and Ngussa (2015: 39) the cognitive domain involves knowledge and the development of intellectual skills, affective domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes and psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution.

This taxonomy of learning behaviors may be thought of as “the goals of the learning process.” That is, after a learning episode, the learner should have acquired a new skill, knowledge, and/or attitude. Although cognitive domain features broadly in summative testing, affective and psychomotor dimensions have an enormous contribution towards better learning outcomes. The practice of dwelling too much on cognitive assessment leaves a vacuum in students’ character excellence. As a result, violence and all sorts of vices in schools are rampant nowadays and it appears schools’ leaderships have failed to address the root causes of such mannerism.

In the research, researcher focus to investigate the affective and cognitive domain. The cognitive domains will be analyzed based on students’ paragraphs tests, whilst the affective domains will be analyzed bases on students’ teaching

and learning process through the observation activities. The affective domain that must be applied in the teaching learning process of writing is honesty, care, cooperation, and active communication.

In teaching and learning writing skills, the researcher, through observation on January 16, 2018, with the duration of 45 minutes while conducting observation, the students were active in the learning process in their class. They paid attention to their teacher's explanation, but when the teacher gave them an exercise to write something they found difficulties especially in the vocabulary and sentence structure mastery. The students were passive and they were confused to determine a topic. Some of them wrote a text in Indonesian, then translated in English. The writing text was translated word by word, so they wrote ungrammatical sentences. The students felt difficult to arrange the words into correct sentence, let alone making the sentence to be logical and systematic paragraphs. The students made mistakes in making sentence which was not appropriate with the grammatical systematic. In process teaching writing on SMA N 1 Jogonalan implementation of curriculum 2013, the focus of teaching and learning English is student center. The students have the best attitude in religion, that can be the human that are creative, innovative, and effective, than can give the contribution in the society. The students have to be active, creative, innovative, effective, and have the best attitude. Based on the observation on January 16, 2018, with the duration of 45 minutes, when the teacher give explanation about recount text all of the students used smartphone

and laptop to make they understand about recount text explanation by searching the material on the internet, this situation make a noisy class because some students do not attention about teacher explanation. Some students do active to understand the material that they have with the teacher material and explanation but some students busy with their laptop and cellular phone with translate their Indonesian writing into English with incorrect result, because Indonesian and English have different structure.

From the explanation above, the researcher will conduct a research at the tenth year students of SMA N 1 Jogonalan Klaten in academic year of 2017-2018. Therefore, this research is entitled *A Descriptive Study on Tenth-Year Students' Writing Skills and Its Learning Processes In The Classroom of SMA N 1 Jogonalan, Klaten In Academic Year of 2017-2018: The Cognitive and Affective Skill Analysis.*

B. THE REASON FOR CHOOSING THE TOPIC

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

1. The students get difficulties in writing. The students are still confused in choosing the words, for example the students supposed to write “daughter” but they wrote “women child”. Another difficulty is related to the grammar; it is about using tenses in the form of subject and verb agreement. For example, the students wrote “she have” instead of writing “she has”. Besides, they are still confused of understanding the organization of writing. This often

happened among the students by repeating the same sentences in some paragraphs.

2. The students take time to write English, because they firstly write Indonesian then they translate the text into English by using their cellular phone.

C. THE LIMITATION OF THE STUDY

This study attempts to discuss two important aspects of writing skills in the following terms:

1. This study focuses on students' cognitive skills that address their recount texts genre achievements in the writing subject.
2. This study focuses on students' affective skills when involving them in the classroom teaching and learning processes.

D. THE PROBLEM OF THE STUDY

Based on the background of the study, the problem of the study can be stated as follows: "How is writing skills on learning processes on tenth-year students' in the classroom of SMA N 1 Jogonalan, Klaten in academic year of 2017/2018: The Cognitive and Affective Skill Analysis?"

E. THE AIM OF THE STUDY

This study aims at investigating and analyzing tenth-year-students' cognitive skills that address their writing competence and affective skills that address their

teaching and learning experience in the classroom at SMA N 1 Jogonalan Klaten in academic year of 2017/2018.

F. THE USE OF THE STUDY

The use of the study are classified into:

1. Theoretical Use

The result of the study is used to enrich the knowledge of writing theory for teachers and the-tenth-year- students, such use the aspects of writing which should be known to write well; from content, organization, vocabulary, grammar, and mechanics.

2. Practical Use

For the students, this study is used to improve their ability in mastering writing by evaluating their works and learning more about their difficulties in writing. For teachers, this study is used as a recommendation for them to encourage the students in learning writing by finding the appropriate method to teach writing, for example, applying intensive writing method in order that the students do more practice in writing or applying how students may perform their writing through the paragraph tests with shows their honesty, sense of care, communication, and collaboration through the learning processes and in their writing.

G. THE CLARIFICATION OF THE KEY TERMS

In the research, the researcher takes a title *A Descriptive Study on Tenth-Year Students' Writing Skills and Its Learning Processes in the Classroom of SMA N 1 Jogonalan, Klaten In Academic Year of 2017/2018: The Cognitive and Affective Skill Analysis.*

The researcher would like to clarify the title to make this research study easy to understand. The researcher gives the definition of the terms as follows:

1. Descriptive study

According to Hadi (2015: 3) descriptive study is a study which only describes the condition of an object or its event without taking general conclusions. Based on the statements above, what is meant by descriptive study in this research study is a study which describes the students' writing skills and its learning process in the classroom of the tenth year students of SMA N 1 Jogonalan Klaten in academic year of 2017/2018.

2. Writing Skill

According to Sokolik (2003) as quoted by Nunan and Linse (2005: 98), writing is the combination of process and product. The process refers to the gathering the ideas and product refers to the result of writing. According to Hyland (2002: 96), writing is central to children intellectual, social and environmental development and plays a critical role in learning. These often depend much upon the students' experiences in daily life. Writing is a process

which consists of pre-writing, writing, and rewriting, or revising and editing (Eggenchwiler & Biggs, 2001: 134).

In this study, writing skill is an activity of gathering idea and organizing them into statements and paragraph in the written recount materials of the tenth- year students of SMA N 1 Jogonalan in academic year of 2017-2018.

3. Learning Process

Learning is an effort to conduct by person to achieve a change of attitude comprehensively as the self experience in the interaction with the surrounding (Slameto, 2003 :3). According to Darwis (1998) in Huda, Kartanegara and Zakaria (2015: 578), teaching is a process of transferring the knowledge, value, skill, as well as the students' potency. From this, that process includes the atmosphere as well as surrounding organisation, and therefore implicitly contains learning manager and fasilitator.

In other words, in the learning process, the teacher should have a strategy for transmitting the information to the student and is necessary to master the technical service, also known as learning method (Asmani, 2012 : 23). It is necessary that one of the main priorities in learning process is that the students can absorb the information of knowledge presented by the teacher, and therefore this is centered by the condition where both have the responsibility simultaneously. In addition, in learning process, there are two elements; learning by student and teaching by teacher (Ismail, 2008 : 9).

In this study, Learning is a change in an individual's behaviour as a result of learning process obtained in gaining and understanding knowledge. Learning process is the atmosphere of transferring the knowledge, value, skill, as well as the students' potency in the process of teaching learning English on writing skill recount materials of the tenth year students of SMA N 1 Jogonalan in academic year of 2017-2018.

4. Cognitive Skill

According Kuboja and Ngussa (2015: 42) cognitive domain is associated knowledge, comprehension, application, analysis, synthesis and evaluation. According to Zhu (2006) in Lashari et al., (2012: 13) cognitive engagement is related to thinking process which involves seeking, interpreting, analyzing, reasoning with data and making decisions.

According to Pascarella & Terenzini (2005) in Kim et al., (2015: 527), cognitive skill is the acquisition of general intellectual or cognitive competencies and skills, which if they are not so directly tied to a particular curriculum or course of study, are nevertheless thought to be salient outcomes of postsecondary education.

5. Affective Skill

According to Brown, Ferrill, Hinton and Shek (2001) in Allen and Friedmen (2010: 2), affective characteristics such as motivation, initiative, compassion, service, accountability, empathy, honesty, advocacy,

commitment, optimism, respect and self confidence lead to behaviors that typically produce professional excellence. Meanwhile According to Beard et al., (2007) in Shephard (2007: 89), students' motivation to learn and their emotional state whilst learning are also elements of the affective domain.

According to Miller (2005: 14), affective skill is concerned with how learners feel while they are learning, as well as with how learning experiences are internalized so they can guide the learner's attitudes, opinions, and behavior in the future.

H. THE ORGANIZATION OF THE STUDY

In order to give a brief description to the readers and facilitate this study arrangement, the researcher presents this organization.

Chapter I is the introduction. This part 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 review of the related literature. It gives a full and good explanation related to the theories used in this research. It discusses the meaning of writing, the importance of writing, the purpose of writing, the function of writing, the teaching technique writing, and the character education.

Chapter III is the research method. This part consists of the method of doing the research. The chapter discusses the meaning of the research method, the

subject of the study, the technique of collecting the data, and technique of analyzing the data.

Chapter IV is the research findings and discussion. This part consists of presenting data and analyzing data.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the collected data which are obtained from students' writing performance, this research attempts to draw a conclusion upon the problem of the statement provided in chapter I. The main problem of the statement relates to the investigation of students' writing skills on learning processes on tenth-year students' in the classroom of SMA N 1 Jogonalan, Klaten in academic year of 2017/2018: The Cognitive and Affective Skill Analysis.

First of all, the overall achievement of organization component was **good** category with 16 (50.0%) students. Data analysis of organization component described the descriptive and frequencies statistics results are as follows: 3 students (25.0%) performed their organization skill with the average category, 8 students (25.0%) indicated their organization skill with the good category, 16 students (50.0%) gained their organization skill with the excellent category.

Second, the overall achievement of mechanics component was **good** category with 16 (50.0%) students. Data analysis of mechanics component described the descriptive and frequencies statistics results are as follows: 1 student (3.1%) performed their mechanics skill with the poor category, 14 students (43.8%) indicated their mechanics skill with the average category, 16 students (50.0%) showed their mechanics skill was in good category, and 1 students (3.1%) gained their mechanics skill with the excellent category.

Third, the overall achievement of evidence component was **good** category with 17 (53.1%) students. Data analysis of evidence component described the descriptive and frequencies statistics results are as follows: 6 students (18.8%) indicated their evidence skill with the average category, 17 students (53.1%) showed their evidence skill was in good category, and 9 students (28.1%) gained their evidence skill with the excellent category.

Fourth, the overall achievement of sentence structure component was **average** category with 20 (62.5%) students. Data analysis of organization component described the descriptive and frequencies statistics results are as follows: 1 student (3.1%) performed their sentence structure skill with the poor category, 20 students (62.5%) indicated their sentence structure skill with the average category, 8 students (25.0%) showed their sentence structure skill was in good category, and 3 students (9.4%) gained their sentence structure skill with the excellent category.

Fifth, the overall achievement of students writing skill was **good** category with mean (53,9%) of organization category (50,0%), mechanics category (50,0%), evidence category (53,1%) and sentence structure category (62.5%).

This is proven, when researchers observed only 75% of students who still lacked good affective skills. But the rest all students have a relatively good attitude. The researcher writes the truth about the affective skill of the students that happened in teaching and learning activity on that moment.

B. Suggestion

Based on the result of the research of students' writing skills on learning processes on tenth-year students' in the classroom of SMA N 1 Jogonalan, Klaten in academic year of 2017/2018: The Cognitive and Affective Skill Analysis, the researcher is willing to propose suggestions that are useful for the writing instruction and students learning behavior.

To the English teachers, this study helps the teacher to overcome difficulties in teaching and learning especially recount text in senior high school. To the students, the result of the study would enable them to get significant experience on how to enlarge their knowledge of writing skill, students have to be more active in learning writing, pay much more attention to the teacher and always practice writing at school and at home. Be more dilligent and active in classroom, if the students do not understand yet, they should ask to the teacher. By memorizing many words and means everyday, it can improve their capability in learning writing. They should work as much as possible on their own, talking to one another directly and not through the teacher tasks.

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