

**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE
SEVENTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN
ACADEMIC YEAR 2015/2016**

S1 - THESIS

The Thesis is Presented as a Partial Fulfillment of the Requirement for Undergraduate
Degree in English Education Study Program



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SEVENTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN
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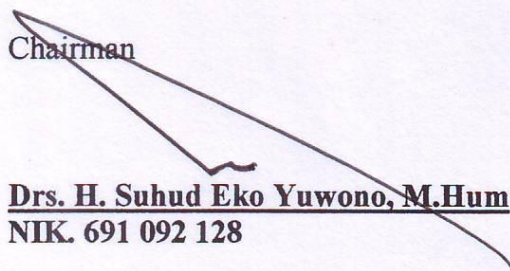
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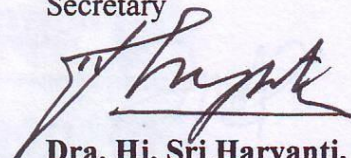
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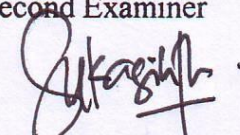
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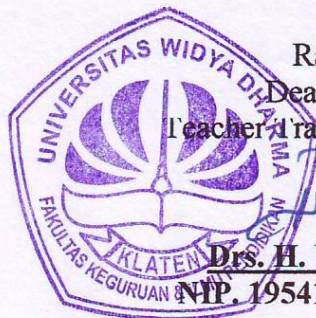

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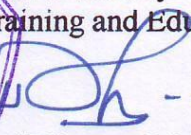

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE SEVENTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC YEAR 2015/2016".

It is not a plagiarism or made by others. Anything related to other's 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, 16 September 2016



Dyah Advenita Puspitaningrum
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MOTTO

- ❖ *Today must be better than yesterday (The Writer)*
- ❖ *For with GOD nothing will be impossible (Luke 1 : 37)*
- ❖ *Success is not the key to happiness. Happiness is the key to success. If you love what are you doing, you will be successful. (Herman Cain)*
- ❖ *If better is possible, then good is just not enough. (Harvey Mackey)*
- ❖ *And whoever makes himself high will be made low, and whoever makes himself low will be made high. (Matthew:23:12)*
- ❖ *Sebuah impian hanyalah sebuah impian. Sebuah tujuan adalah sebuah impian yang disertai rencana dan batas waktu. (Harvey Mackey)*

PRESENTATION

This thesis is dedicated to:

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2. My beloved parents (Filipus Daryana & Tugiyatmi) who always give me everything.
3. My beloved brother (Yosafat Novria Prasetya, S.E.) who always gives me spirit and motivation.
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6. Mrs. Endang Eko D.S., M. Hum. and Mrs. Sukasih Ratna W., S.S., M. Hum.
Thank you for your patience, kindness in guiding me to finish this thesis.
7. All of lecturers, thank you very much for transferring the knowledge to me, may God give you more.
8. All of my friends in Widya Dharma University who help me in finishing my thesis, thank you all.

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7. The seventh students year of SMP N 3 Bayat Klaten in the academic year of 2015/2016 who were willing to be observed and giving some helps on collecting the data.

Finally, the writer realizes that this thesis is far from being perfect because she has limited knowledge and experience. Therefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. The writer expects that this thesis can be useful. It also gives the support for language teaching and learning.

Klaten, September 2016

The Writer

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ABSTRACT

DYAH ADVENTITA PUSPITANINGRUM, NO. 1211202794, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, 2016. Thesis: *A Descriptive Study on the Mastery of Writing of the Seventh Year Students of SMP N 3 Bayat Klaten in Academic Year 2015/2016*.

This research is mainly aimed to describe the students' mastery in writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2015/2016. The problem of this study is "How is the writing mastery of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2015/2016?"

In getting the data, the writer gives a test to the students on the personal letter. The subject of the study is the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016. The number of population is 192 students that are divided into six classes. In this study, the writer takes 30 students as the sample. The writer uses proportional random sampling.

After the data have been obtained, the writer analyzes the data by using statistical method. It is implemented in the form of mean and table. The table is used as the bases to make the description of the data. Then, the result of the data on students' mastery is categorized into the quantitative and qualitative category.

The result of the study shows that the mean is 77.6. It is a fact that the problem of the study above can be answered. Finally, the writer draws the conclusion that the mastery writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2015/2016 is good.

Keywords: *Descriptive Study, Students' Mastery, Writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is means of communication, which is used by every single person to communicate with the other people. Moreover, language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, such as morphemes, words, sentences, utterances (Richards and Schmidt, 2002: 283). Therefore, by using language we not only express our ideas but also give information to the other people. Without language, it is hard to understand what the other people say. Therefore, language is very important because it is used every day in our activity

There are many kinds of language in the world because every country has its own national language. English is one kind of language in the world. It is also an international language since it plays a very important role in the fields of international relations, science, technology, and culture. Many countries use English as a daily language for their communication. This condition also causes Indonesia to choose English as one subject of the first foreign language. That is why, English are taught to the students in all grade of Indonesia's education. They are four purposes that students have to acquire the working knowledge. They include writing, reading, listening, and speaking.

Writing as one kind of skills has been taught in Junior High School. In fact, most of the students feel difficult in writing. It happened because English has different rules with native language. In addition, students also have difficulties in

transferring rules with native language (*bahasa Indonesia*) into the target language (English).

In applying such method in teaching and learning English in Indonesia, a teacher must make adjustment with the curriculum used in the present. In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia tentang Kurikulum 2013, Peraturan Pemerintah Nomor 32 Tahun 2013* dealing with *Standar Nasional Pendidikan (SNP)* or National Standard of Education on section 2 on the verse 1, it states that the coverage of the National Standard of Education consists of content standard, process standard, graduate competence standard, educator and educational employees' standard, instrument standard, management standard, financial standard, and educational assessment standard.

The content standard covers materials and competence level to achieve graduate competence at certain type and level of education. The process standard in all educational units are done interactively, inspiringly, and challengingly. It also motivates students to participate actively and to give them an adequate space for their initiative, creativity, and independency. It is suitable with their talent, interest, as well as physical and psychological development.

The application of content standard in English subject for Junior High School is regulated on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 64 Tahun 2013*. It is said that the content standard for Elementary School until Senior High School which is called as the content standard include the minimum material and the grade of minimum competency standard aims to achieve the minimum graduation competency in the grade and kind of the certain education. The teaching and learning English for Junior High School consists of listening, speaking, reading, and writing.

The various types of texts that are learned by the students of Senior High School are interpersonal text and transactional text. Teaching English has four purposes. There are four purposes that the students have to acquire the working knowledge. They are included listening, speaking, reading, and writing. As one of them, writing has occupied the most places in English language skills. In this study, the writer wants to describe about writing skill.

According to Hyland (2002:1), the main activities of writing class involves conceptualizing, planning, and delivering courses. Hyland (2002:3) states that learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Writing becomes an important language skill because it is productive skill that shows how skillful the students in writing and discovers the talented students in this field (Harsyaf, Nurmaini, and Izmi Zakhwan, 2009: 4). Writing is important since the process of writing can be explained through cognitive theory. Firstly, writing creates knowledge by encouraging the writer to structure thinking. Secondly, any written materials can be reviewed and compared with other texts or thought. Thirdly, some types of writing required the writers to make relationships among ideas, so when they read a text they may shape how the knowledge is represented and related the information to their perspective.

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. The skills involved in writing are highly complex. The writer has to pay attention to higher level skills of writing.

To be better in writing, teachers should offer students opportunities for sufficient amount of writing practice. The purposes are varying from basic functional sentence patterns to various styles of text such as narration, argumentation, exposition, and description essays. Firstly, teacher allows more time in the unit for writing practice rather than spend most of the time in analyzing small segment of language, hence, increasing students' motivation to learn and to write. Secondly, teacher provides written text models, especially model essays written by native speakers which reflect real-world language or situations, thus increasing students' authentic intake (Sun, 2010:869).

The goal of English teaching and learning process in Junior High School especially in the seventh year students is to help the student be more ready and confident in learning English at the higher levels. It also makes the students to apply the language in real life.

Many students choose SMP N 3 Bayat to study because they have some reasons. This school is near from their house. This school has several buildings which are used to develop the students' abilities. This school has many extracurricular activities. This school has a good academic achievement.

Based on explanation above the writer is interested in conducting a research on teaching and learning English in SMP N 3 Bayat Klaten. Therefore, this research is entitled "A Descriptive Study on the Mastery of Writing of the Seventh Year Students of SMP N 3 Bayat Klaten in Academic Year 2015/2016".

B. The Reason For Choosing the Topic

In this study, the writer chooses the topic for the following reasons as follow.

1. English is a subject that must be learnt by students in SMP N 3 Bayat Klaten since English is important for communication.
2. Writing skill is one of the four language skills that must be learned by the students. By having a good skill in writing, students will be able to express their idea.
3. Writing in the Junior High School is necessary because this program aims to help students be more ready and confident in learning English at the higher levels.

C. The Limitation of the Study

The writer wants to limit the study only on the mastery of writing of the seventh year student of SMP N 3 Bayat Klaten in academic year 2015/2016.

D. The Problem of the Study

The writer presents the problem of the study as follows “How is writing mastery of the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016?”

E. The Aim of the Study

Based on the problem of the study above, the study aims to describe the students' mastery in writing of the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016.

F. The Use of the Study

After understanding the result of the research the writer hopes that this study will be useful theoretically and practically. They are as follow.

1. Theoretical use

This study can enrich the teaching and learning writing. For the reader and education stake holder, it can be useful to in teaching and learning process in the future. For researcher, it can be useful for learning how to be a good teacher through what should do in the future.

2. Practical use

The study can be used to develop the quality of teaching writing. It also can increase the repertoire of teaching writing.

G. The Clarification of the Key Term

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

1. Descriptive Study

According to Hadi (2000: 3), the descriptive study is study which only describethethe condition of an object or it is even without taking general conclusion. Descriptive study on the mastery of writing of the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016 means a study to analyze the student's mastery in using writing materials of the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016.

2. Mastery

According Hornby (1987:523) mastery means complete control or knowledge. In this study, mastery means the students' capability on writing text effectively and efficiently. So, in the limited time the students are supposed to be able to answer the question rightly.

3. Writing

According Hyland (2002:1) writing is central to our personal experience and social identities and we are often evaluated by our control of it. In this study, writing is an activity conveying personal experience, social identities, and ideas about to express them and organizing them into statements and paragraph in the written descriptive materials of the seventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016.

H. The Organization of the Study

In order to give a brief description and understanding appropriately to the readers, the writer presents the organization of the study 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 the review of related literature. It includes teaching English in Junior High School, teaching and learning writing in Junior High School, the

meaning of writing, the purpose of writing, the importance of writing, the writing process, the kind of writing, and the principles for teaching writing

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

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

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion provides some suggestions to the English teacher and the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finding and discussing the data in the previous chapters, the writer would like to conclude the result of the study. The main problem in this study is “How is writing mastery of the eleventh year students of SMP N 3 Bayat Klaten in Academic Year 2015/2016?”. Based on the previous computation, the students who get very good mark are 16 students or 53.3%. The students who get good mark are 10 students or 33.3%. The students who get fair mark are 4 students or 13.3%. There is no one who gets poor and fail mark. The total mark of the students’ mastery is 2330. The mean mark is 77.6. It is categorized into good. So, the writer concludes that the students’ writing mastery of the eleventh year students of SMP N 3 Bayat Klaten in academic year 2015/2016 is good.

B. Suggestion

After doing analysis and drawing the conclusion, the writer would like to give some suggestions to the English teacher and the students. They can be presented as follow.

1. English Teacher
 - a. English teachers should introduce and explain writing in more detail to their students since its importance for the students to master English well.

- b. English teachers should be more creative and innovative in using some techniques in teaching writing for the students to avoid of getting boring.
 - c. To empower the students' writing competence, So teaching writing will be more meaningful for developing their ability in writing.
2. For the Students
- a. The students must be active in learning English. If they did not understand about material of English especially writing, they should not be shy to ask the teachers.
 - b. The students should realize that writing is one of the language skills that is very important to be applied in daily life because expressing the ideas through writing bring a lot of benefits for the writers and the readers.
 - c. The students should do more exercise concerning with writing mastery. They should do more exercise of grammar and vocabulary.

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