

**A CASE STUDY ON TEACHING AND LEARNING WRITING IN THE  
EIGHTH YEAR STUDENTS OF SMP NEGERI 2 CAWAS, KLATEN IN THE  
ACADEMIC YEAR 2014/2015**

**S1-Thesis**

The Thesis is Presented as a Requirement for Accomplishing Under graduate Degree of  
Education in English Education Study Program



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**KLATEN**

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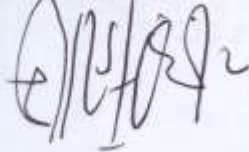
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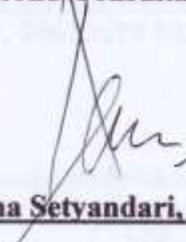
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EIGHTH YEAR STUDENTS OF SMP NEGERI 2 CAWAS KLATEN IN THE  
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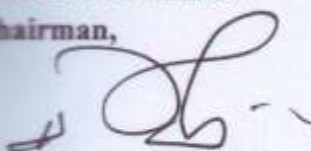
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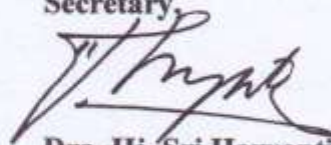
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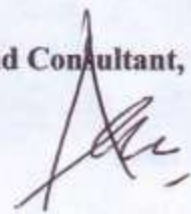
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled A CASE STUDY ON TEACHING AND LEARNING WRITING IN THE EIGHTH YEAR STUDENTS OF SMP NEGERI 2 CAWAS, KLATEN IN THE ACADEMIC YEAR 2014/2015

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.

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Klaten, March 2016



Erika Setiawati

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## MOTTO

Dan apabila dikatakan berdirilah kamu maka berdirilah niscaya Allah akan meninggikan orang-orang yang beriman diantara kamu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat.

(Q.S. AL- Mujaadilah: 11)

Jadikanlah sabar dan shalat penolongmu dan sesungguhnya yang demikian itu sungguh berat kecuali bagi orang-orang yang khusuk.

(Q. S. Al-Baqarah: 45)

Surely, after difficulty there is ease. So when you are free, work diligently, and turn to your Lord with all your love.

(QS. Al Insyiroh: 6-8)

When there is a will there is a way.

(English Proverb)

Never give up and believe you can, do not be tired to try

(The Writer)

## **PRESENTATION**

This thesis is presented to:

- ❖ My beloved Parents, my sister, and my brother, thanks for your prayer and supports and I love you so much.
- ❖ My beloved friends from Widya Dharma University, especially my friends in arms for those who involved in English S1 thesis, thanks for the support, help, togetherness, and friendship and I love you all.

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Klaten, March 2016

**The Writer**



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## **THE LIST OF ABBREVIATION**

1. Doc. :Document
2. FN. :Field Note
3. Int. :Interview
4. LP. :Lesson Plan
5. Obs. :Observation

## ABSTRACT

**ERIKA SETIAWATI,1011202536**,English Education Study Program,Teacher Training and Education Faculty,Widya Dharma University,Klaten, 2016. Thesis: *A Case Study on Teaching and Learning Writing of The Eighth Year Students of SMP N 2 Cawas in the Academic Year 2014/2015.*

This study is intended to answer the question which becomes problem of this study: “How is the process of teaching and learning writing of the eighth year students of SMP N 2 Cawas in the Academic Year 2014/2015?”The aim of this study is to describe the process of teaching and learning writing of the eighth year students of SMP N 2 Cawas in the Academic Year 2014/2015.

In this study, the writer takes the data such as, the result of observation and interview with the English teacher and the students, and the document. Those data are collected by observation, interview and documentation of teaching and learning writing of the eighth year students of SMP N 2 Cawas in the Academic Year 2014/2015. The writer analyzes data by using qualitative descriptive method.

After analyzing the data of the research, the writer can conclude the process of teaching and learning English writing in the eighth year students of SMP N 2 Cawas consists of first, the preparation such as lesson plan, material, and source of learning; second, the teacher’s and students’ activity in classroom such as opening, main activity, and closing; third, the implementation of teaching method. The teacher uses PPP and grouping as the methodologies and gives evaluation for the students in the end of the lesson with giving homework. Fourth, time allocation in processing of teaching and learning is 2x40 minutes in a meeting. In the process of teaching and learning English writing in the eighth year students of SMP N 2 Cawas, the teacher gives punishment to the students that do not pay attention and do their homework to the teacher because there are several types of students’ characteristic, they have different ways to face the learning English. The students’ skill to understand the word or sentence is poor, so the teacher uses Indonesian language more to deliver the material.

Key word: *case study, writing, teaching and learning.*

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is part of our life and important in a human life, basically a means of communication. Without language, human cannot interact to each other. In the daily lives humans always communicate with each other for some purposes. They interact to express their feeling, ideas, and opinions. Language is used to say what speaker thinks, to send a speaker's mind, to ask some information, and to give response of what a speaker means.

English is one of the international languages used as means of communication among nations in the world. As an international language, English has gained its popularity all over the world including Indonesia. English becomes an important need for students.

Because of the importance of English, Indonesian government has established a program to learn English as the first foreign language. English is taught as a compulsory subject to the students in Junior High School and Senior High School.

*Permendikbud No 64* (2013: 125) states that the material of English lesson in Junior High School includes four language skills, they are listening, speaking, reading, and writing. The teaching materials for the eighth grade students of Junior High School are given in two semesters. The teaching materials of writing skill in the first semester is recount text, while in the second semester is narrative text. To get the success in learning English, the students must master the

materials which have been taught by their teacher. Besides, the factors to get success in teaching and learning English among the students, the teacher, time allotment, the use of visual aids, methodology, teaching material, and other facilities work together in affecting the result of the teaching (Ramelan, 1991: 4)

Related with the explanation above, in teaching-learning process the teacher has a significant role. According to Richards (2005: 99), teachers are the key factors in the successful implementation of curriculum changes. Within schools, teachers also have many different kinds of responsibilities. Some teachers have monitoring or leadership roles within their schools and assist in orienting new teacher to the school or leading groups of teacher in materials development and other activities.

Writing is an activity that supports students to analyze and synthesize their discrete knowledge about language items into a text that is acceptable in an English writing convention by using the appropriate paragraph structure. Hence, to be able to write students must write. Therefore, Indonesian students need to learn it well.

As one of the four language skills, writing is important skill that must be learned. Writing is transforming thoughts into language; it means that the learners need to think about the content of their writing first and then arrange the ideas using appropriate language (e.g. grammar and vocabulary) (Nurmaini and Zakhwan, 2009: 3).

Based on the background above, the writer holds the case study. Case study means a research study for investigating a phenomenon. In this study, the phenomenon is the students' difficulties in the teaching and learning of writing. Therefore, in this case, the writer analyzes the teaching and learning writing in

the eighth year students of SMP N 2 Cawas, Klaten in the academic year 2014/2015. Finally, the writer can know the problem and gives some contribution on teaching and learning English in the class and hopes the teaching and learning English can be successful and creates the students who have best quality and large knowledge.

#### **B. The Reason of Choosing the Topic**

The reasons that encourage the writer to choose the topic is that the students' activities in teaching and learning process of writing will influence the students' skill achievement, because writing is one of productive skills that shows how skillful the students.

#### **C. The Limitation of the Study**

The writer wants to limit the study in order to make an understanding between the readers and the writer. The object of the study is limited to the process of teaching and learning recount text in the eighth year students of SMP Negeri 2 Cawas Klaten in the academic year 2014 / 2015.

#### **D. The Problem of the Study**

The writer would like to present the problem that can be formulated as follows:

“How is the process, teaching and learning writing of the eighth year students of SMP Negeri 2 Cawas Klaten in the Academic Year 2014 / 2015?”.



### **E. The Aim of the Study**

The writer's aim of this study is to describe the process of teaching and learning writing of the eighth year students of SMP Negeri 2 Cawas Klaten in the Academic Year 2014 / 2015.

### **F. The Use of the Study**

In this study, the writer hopes that the results of the research will be useful, especially for the writer and the reader to develop the model of teaching writing in SMP Negeri 2 Cawas Klaten.

### **G. The Clarification of the Key Terms**

To make the title clear some, the clarification of the key terms are comprehensively stated here, namely:

#### **1. Case Study**

Yin (2009: 1) states that case study is one of the research methods of social sciences. Commonly, case study is a proper strategy in a research related to the question of how or why, if the researcher just has a little chance to control the researched events, and when the research lied in the contemporary phenomenon in the real life.

This study includes in a case study. Case study is a descriptive qualitative research, since it does not test hypothesis, but it observes the situation to find understanding phenomenon (Larsen, 1992: 11). In this study, the writer observes

the process of teaching and learning writing of the eighth year students of SMP Negeri 2 Cawas Klaten in the Academic Year 2014/2015.

## **2. Teaching and Learning Writing**

According to Dechant (1970: 517) teaching is a “system of actions directed to pupils”. How well a child learns frequently is dependent upon the educational provisions that the teacher makes for the child. The teacher constantly expands the pupil’s meanings by broadening his experience or by helping him to recombine and to perceive new relationships between his existent knowledge and ideas.

According to Hornby (1995: 671), learning is to gain knowledge or skill by study, experience, or being taught. In this study, teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for writing of the seventh year students of SMP N 2 Cawas Klaten in the academic 2014/2015, by acquiring or getting knowledge of a subject or a skill by study, experience or instruction.

## **3. Writing**

According to Nunan (2003: 88), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to reader.

So, case study on teaching and learning writing means a method of research in which the primary question is how a system of actions done by the teacher and the students’ process to broaden the experience, knowledge and skills in creating ideas and express these ideas into an article of the eighth year students of SMP Negeri 2 Cawas Klaten.

## **H. The Organization of the Study**

It is important to present the organization of the thesis in order to be easily understood. In this thesis, the researcher divides the content of thesis organization into five chapters as follows:

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

Chapter II is review of related literature. It consists of case study and general view of teaching and learning writing to Junior High School students education system, writing skill, the technique of teaching and learning writing and English material delivered to the eighth-grade-students.

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

Chapter IV is the result of the study. It consists of presenting the data analysis and the discussion of the research findings.

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the writer discusses the conclusion, and the suggestion of teaching and learning writing of the eighth year students of SMP N 2 Cawas Klaten.

The further explanation is as follow:

#### **A. Conclusion**

After analyzing the result of observation, interview and documentation about the teaching and learning of writing to the eighth year students of SMP N 2 Cawas Klaten in the Academic Year 2014/2015, the writer can conclude about the process of teaching and learning writing to the eighth year students of SMP N 2 Cawas Klaten in the Academic Year 2014/2015 as follows:

##### **a. Preparation**

In the preparation, the teacher prepares the lesson plan. She makes lesson plan before teaching. She uses the lesson plan as a plan and guideline. The teacher makes the lesson plan before implementing the teaching and learning process. The lesson plan is the most important before the next steps because the technique of material presentation and the available time should to be matched each other. The lesson plan which is arranged by the teacher is based on the syllabus.

##### **b. The activity of teaching and learning**

There are three parts of activities in teaching and learning process. They are opening activity, main activity, and closing activity.

a) The opening activity

In the opening, the teacher started the lesson by greeting the students, checking the students' attendance, asking the students to pray together and the students prepared their books.

b) The Main Activity

In main activities, the teacher asked the students to collect their homework, reviewed the last material, explained the lesson and gives evaluation to the students.

c) The Closing Activity

In the closing, the teacher reviewed key points of the lesson and gives the homework to the students.

c. Media

In teaching and learning English, the teacher always uses media. The teacher uses the picture as a media of teaching. The teacher makes the pictures that are related to the material. The teacher uses them by sticking on the black board.

d. The Teaching and Learning Method

In teaching and learning English to the eighth year students of SMP N 2 Cawas Klaten in the Academic Year 2014/2015, the teacher used discussion by group-work. After the teacher explained the material, students are asked to do the assignment with their friend in order to get the deepest understanding from the material that has been explained.

e. The Evaluation

The teacher gives evaluation to the students after explaining the material. It is useful to measure the students' understanding of the material given by the teacher. The evaluations are given to the students in the form of assignment. It is given in the end of the session. The purpose is to evaluate whether the material has been transferred or not. Here, the teacher evaluates the students understanding about recount text by asking some questions related to the text. Besides that, the teacher gives them assignment to compose a recount text in group by discussion. The teacher makes some group discussion in the class then the students are asked by the teacher to write recount text after getting explanation from the teacher and then she gives homework.

**B. Suggestion**

Based on the result of the research. The writer would give some suggestion.

1. For the students, they should pay attention more and be active in learning English and also study harder in order to improve their ability of writing English text.
2. For the English teacher, she should always motivate her students to improve their ability in writing English text. She can also use media to teach in order the students are more interested in learning English.

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