

**A DESCRIPTIVE STUDY ON THE TENTH YEAR STUDENTS' WRITING
MASTERY OF SMK N 4 KLATEN IN ACADEMIC YEAR OF 2015/2016**

THESIS

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



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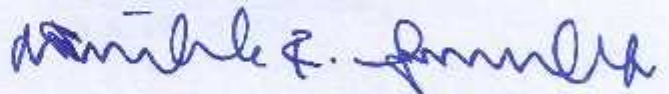
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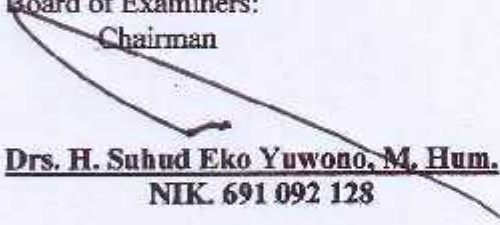
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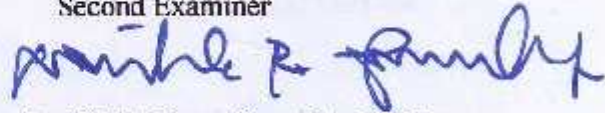
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PRONOUNCEMENT

This is to certify that I, Hasti Nur Fitriani, write this thesis entitled “**A DESCRIPTIVE STUDY ON THE TENTH YEAR STUDENTS’ WRITING MASTERY OF SMK N 4 KLATEN IN ACADEMIC YEAR OF 2015/2016**”.

It is not 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, 25 March 2016



Hasti Nur Fitriani
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MOTTO

1. By looking what surround you, you will know how lucky you are.
2. A success is not a final, it is only an achievement.
3. Telling the truth is a simple way to have a peaceful life.

PRESENTATION

This thesis is dedicated to:

1. My beloved husband, thanks for supporting and understanding me during my study.
2. My beloved son, who always be my spirit.
3. My beloved parents, who always support me.
4. My best friends, Novita Rosiana, Eri Retnosari, Daningsih, Novita Putri, Ririn, Any, and Friska, who always give me supports.

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8. English teacher and the tenth year students of SMK N 4 Klaten and SMK N 1 Pedan in academic year of 2015/2016 who have participated enthusiastically during the teaching and learning process for their help in this research.

I realize that this thesis is far from being perfect. Therefore, I would accept correction, suggestion, and critic from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, 13 April 2016

Hasti Nur Fitriani

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ABSTRACT

HASTI NUR FITRIANI, STUDENT NO. 1211202764. English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2016. Undergraduate Thesis: *A Descriptive Study on the Tenth Year Students' Writing Mastery of SMK N 4 Klaten in Academic Year of 2015/2016.*

This study is mainly aimed to analyze and evaluate the tenth year students' writing mastery of SMK N 4 Klaten in academic year of 2015/2016 in terms of the content, organization, grammar, vocabulary, and mechanics. The problem of this study is "How is the mastery of writing of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016?"

The data collection refers the students' description paragraph about their mothers' personality. The paragraphs contain of the physical appearances, characteristics, roles in family, and career of their mother. The number of population is 356 students consisting of 10 classes of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 and the sample is 60 students through proportional random sampling and technique. Data analysis uses the statistical method to analyze the students' mastery of the test on the variable.

The findings show the students who gain very good are 22 students (36.67%), the students who gain good category are 10 students (16.67%), the students who gain fair category are 12 students (20%), the students who gain poor category are 16 students (26.67%), and there is no student who gain fail category. The mean is 70.92 and it is categorized into good category. This study concluded that the mastery of writing of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 is good.

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Human life cannot be separated with communication. Communication is exchanging information from one to another. Language is a means of communication. According to Richards and Schmidt (2002: 283), language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. By using language, people can transfer their feeling, thought, ideas, and information to the others. While according to Hadley (2001; in Javed, Juan & Nazli, 2013: 130), language is a set of sounds by means of which feelings, thoughts and sentiments are conveyed to other human beings. According to Santrock (2011: 260), language is a form of communication—whether spoken, written, or signed—that is based on a system of symbols. There are many languages in the world. One of them is English. English is an international language.

According to *Permendiknas No. 23 Tahun 2006*, English has functioned as the foreign language. English is taught in formal education from elementary level until intermediate level as well as in informal education. The various types of texts that are learned by the students of vocational high school are interpersonal text and transactional text. Teaching English has purposes at mastering four skills. They are reading, writing, listening, and speaking.

Writing is one of important skill in learning language. According to Hyland (2002: 1), the main activities of writing class involve conceptualizing, planning, and delivering courses. Hyland (2003: 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.

In teaching and learning process, writing is the most difficult skill that has to be mastered by the students. Because in writing, the students not only generate and organize ideas, but also translate these ideas into readable text (Richards and Renandya, 2002: 303). Through writing the students can learn vocabulary, grammar, and cohesive devices. Writing becomes an important language skill because it is productive skill that shows how skillful the students is in writing and discovers the talented students in this field (Nurmaini, Harsyaf, and Zakhwan, 2009: 4).

Based on the interview with English teacher of SMK N 4 Klaten on October 29th, 2015, the difficulties faced by the students in mastering writing skill are on the vocabulary; the students are still confused in choosing the word, for example the students wanted to write “son” but they wrote “man child”, grammar; one of the students’ difficulties in grammar is about tenses for example about the agreement, it was often found that the students wrote “she have”; and idea organization; the students are still confused in organizing the idea for example they often repeated the same sentence in some paragraphs. Students often translate the words one by one without concerning with the structure of

sentences. So, the teacher had to explain the material about structure of sentences to the students before they wrote.

Based on the explanation above, the researcher conducts a research at the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 entitled “*A Descriptive Study on the Tenth Year Students’ Writing Mastery of SMK N 4 Klaten in Academic Year of 2015/2016*”.

B. THE REASON FOR CHOOSING THE TOPIC

This study is encouraged for choosing this topic because of some reasons, as follows:

1. Writing skill is one of skills that have to be mastered by the students in learning English but the students still face the difficulties in generating and organizing the idea from Indonesian into English.
2. Writing is the most difficult skill that has to be mastered by the students in learning English because in learning writing the students learn vocabulary, grammar, and cohesive devices.

C. THE LIMITATION OF THE STUDY

This study intends to limit the study in order to focus on the topic of discussion, as follows:

1. The study is limited on the organization and conformity between the topic and the content of writing done by the tenth year students of SMK N 4 Klaten in academic year of 2015/2016.

2. The study is limited on the correct grammar, vocabulary choices, and mechanics.

D. THE PROBLEM OF THE STUDY

This study would like to present the problem of this study that can be formulated as follows: “How is the mastery of writing of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016?”

E. THE AIM OF THE STUDY

Based on the problem, this study has aims at analyzing and evaluating the tenth year students’ writing mastery of SMK N 4 Klaten in academic year of 2015/2016 in terms of the content, organization, grammar, vocabulary, and mechanics.

F. THE USE OF THE STUDY

This study is expected to give an understanding for students in order they can improve their skills especially in learning writing. The result of the study is used as follows:

1. Practical Use

For the students of SMK N 4 Klaten, 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 encourage the students in learning writing by

finding the appropriate method to teach writing, for example, applying intensive writing method in order the students do more practice in writing.

2. Theoretical Use

The result of the study is used to enrich the knowledge of writing theory for teachers and students of SMK N 4 Klaten, like the aspects of writing which should be known to write well; from content, organization, vocabulary, grammar, and mechanics.

G. THE CLARIFICATION OF THE KEY TERMS

To clarify the key terms of the topic, this study would like to describe the key terms in the following:

1. Descriptive Study

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 writing mastery of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 means an investigation that attempts to analyze and evaluate accurately to the writing mastery of tenth year students.

2. Mastery

The mastery means an individualized and diagnostic approach to teaching writing in which students proceed with studying and testing writing

at their own rate in order to achieve a prescribed level of success. It is indicated by the students' marks gotten from writing test (Richards and Schmidt, 2002: 321).

3. Writing

Nunan (2003: 88) states that 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 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. In this study, writing is an activity of gathering ideas and organizing them into statements and paragraphs in the written descriptive materials of the tenth year students of SMK N 4 Klaten in academic year of 2015/ 2016.

H. THE ORGANIZATION OF THE STUDY

This study consists of five chapters, they are 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 review of related literature. It consists of teaching and learning in vocational high school, teaching English in vocational high school, and writing review.

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

Chapter IV is research findings and discussion. It consists of presenting the data, analyzing the data, and discussion.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

The last part of this chapter consisted of conclusion and suggestions. The conclusion contained the answer of the problem of the study. The suggestion was directed to students and English teacher. Each of the discussion was as follows:

A. Conclusion

After discussing the previous chapter, the researcher wanted to conclude this study briefly. This study intended to answer to the main problem. The main problem in this study was “How is the mastery of writing of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016?”. Based on the previous computation, the researcher found the classification of the students’ writing mastery. There were 22 students who gained very good mark. There were 10 students who gained good mark. There were 12 students who gained fair mark. There were 16 students who gained poor mark. There was no student who gained fail mark. The mean of the students’ writing mastery was 70.92 and it was classified into good category. The researcher concluded that the writing mastery of the tenth year students of SMK N 4 Klaten in academic year of 2015/2016 was good.

B. Suggestion

After doing analysis and drawing the conclusion, the researcher would like to give some suggestions as follows:

1. To English Teachers

In teaching writing, especially in descriptive text, the teacher should be able to conduct more practice to the students in order they improve their writing ability. The teacher must be a guide and consultant. The teacher also should evaluate the method that have been used especially in teaching writing to find the problem of writing faced by the students so the teacher could consider the appropriate method in teaching writing like applying intensive writing method in order the students do more practice in writing.

2. To Students

The 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 especially in grammar because almost all of the students had not understood yet about grammar for example the students still made much mistakes in the agreement. Be more diligent and active in classroom. If the students do not understand yet, they can ask to the teacher.

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