

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
SEVENTH YEAR STUDENTS OF SMPN 1 TRUCUK KLATEN IN  
ACADEMIC YEAR OF 2014/ 2015**

**S1 - THESIS**

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



**BY**

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**TEACHER TRAINING AND EDUCATION FACULTY**

**WIDYA DHARMA UNIVERSITY**

**KLATEN**

**2015**

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**2016**

## APPROVAL

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
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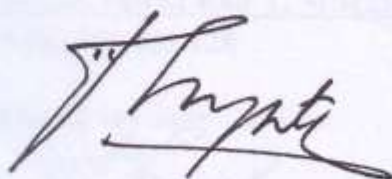
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## RATIFICATION

A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 TRUCUK KLATEN IN ACADEMIC YEAR OF 2015/ 2016

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This thesis has been ratified by the Board of Examiners of Teachers Training and Education Faculty of Widya Dharma University on :

Day : Saturday


Date : 9<sup>th</sup> April 2016

Board of Examiners:

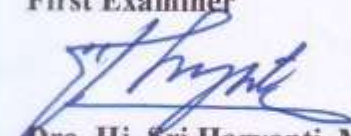
Chairman

  
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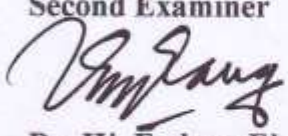
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 TRUCUK KLATEN IN ACADEMIC YEAR OF 2014/2015”.

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, March 2016



Ima Yuniati  
1011201515

## MOTTO

- ❖ Surely, after difficulty there is easy. So when you are free, work diligently. And turn to your Lord with all your love.

(QS. Al Insyirah: 6-8)

- ❖ Man Jadda Wa Jadda (Proverb Moslem)

- ❖ Allah will raise those of you who believe and those who have knowledge in position. Allah is aware of what you do.

(QS. Al Mujaadilah: 11)

## **PRESENTATION**

### **This thesis is presented to:**

1. My beloved parents ( Harsono and Sri Suwarsih), thanks for your prayer and support. I love you so much.
2. All my family ( Husna, Yoga Suratno, Fendi Triyono, Widarsono), thanks for everything.
3. All my teachers and lecturers, thank you for the knowledge and support.
4. Everyone who has helped and supported the researcher.

## ACKNOWLEDGEMENT

*Alhamdulillah*, the researcher would like to thank to Allah SWT that has blessed the writer so that she can finally finish this thesis. The writer realizes that this thesis cannot be finished without other peoples' help. In this chance, the writer would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M. Pd., as the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., as the Dean of Teacher Training Education Faculty.
3. Dra. Hj. Sri Haryanti, M. Hum., as the Head of English Education Study Program and as the first consultant. The writer deeply thanks for her for giving suggestion and correction in writing this thesis.
4. Dr. Hj. Endang Eko D.S, M. Hum., as the second consultant. The writer deeply thanks for her for giving suggestion and correction in writing this thesis.
5. Drs. Eguh Setyo Surono as the Headmaster. The writer thanks for giving permission to the writer to conduct a research in SMPN 1 Trucuk Klaten.
6. The writer sincerely gratitude for Eny Setyaningsih S.Pd., as the English teacher of SMPN 1 Trucuk Klaten. The writer thanks for helping and giving information in writing this thesis.

The writer would receive correction, suggestion, criticism, and advice from the readers to make this thesis perfect.



Finally, the writer hopes that this thesis is useful for the writer herself and the readers in general especially those who are involved in English teaching profession.

Klaten, March 2016

The Writer

## **LIST OF ABBREVIATION**

❖ Code (App.1/FN.Obs1/01) this is read:

App.1 : Appendix 1

FN : Field Note

Obs : Observation

01 : The number of data got from the observation in the field note.

❖ Code (App 3/FN.Invw1/ 01)

App 3 : Appendix 4

FN : Field Note

Invw1 : The first interview

01 : The number of data got from the interview

❖ Code (App 5/LP/1)

App 5 : Appendix 5

LP : Lesson Plan

1 : The page of lesson plan

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## ABSTRACT

**IMA YUNIATI, NO. 1011202515**, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, 2016. Thesis: *A Case Study on Teaching and Learning Writing of the Seventh Year Students of SMPN 1 Trucuk Klaten in Academic Year 2014/2015.*

The aim of this study is to answer the problems: (1) How is the process of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015? (2) What is the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015? (3) What is the solution of the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?

The strategy which is used in this research is descriptive qualitative. The data are the facts concerning with the process of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in the academic year 2014/2015. The data are collected by using observation, interview, and documentation of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in the academic year 2014/2015. The sources of data are the word, action, and document: the syllabus, lesson plan, textbook, and the students' material. In analyzing data, this research uses interactive model. The analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing or verification.

After analyzing the data, the researcher concludes: 1) the teaching and learning writing process consists of: a) preparation, b) teaching and learning activities (opening activity, main activity, and closing activity), c) the methodologies, d) teaching material, e) teaching media, f) the evaluation; 2) the obstacles faced by the teacher and the students in this study: a) the students' characteristic which are different from the other students and they always do the other activity when the teacher explains the material b) about vocabulary, the students' skill to understand the word or sentence is poor; 3) the efforts of the teacher to reduce the obstacles in teaching and learning writing: a) the teacher gives punishment for the students if they do not pay attention to the teacher's explanation in the classroom, b) the teacher uses Indonesian language more to deliver the material.

***Key words:*** *Case Study, Teaching and Learning, Writing*



# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

In daily life, human beings use language to communicate each other. Language is the system of sounds and words used by humans to express their thoughts and feelings (Hornby, 1995:662). Without language, people cannot interact to each other. People use language to communicate with another to express their feeling, opinions, ideas, desire and get more information which they need wherever and whenever they meet.

English is an international language and almost every nation learns English, either as a second language or as a foreign language. Moreover, most of the science and technology books and other information source of knowledge are written in English.

In Indonesia, English as a foreign language has a big role in the progress and development of some aspects such as education, politics, and economy. Because of the importance of English, Indonesian government has established a program to study English as the first foreign language. Therefore, Indonesian government develop their education system, by adding English lesson in the school, to improve the quality of human source. English is taught as compulsory subject to the students in junior high school and senior high school. It is given from first grade of junior high school up to third grade of senior high school.

The teaching and learning activities in English class for junior high school cover four skills (listening, speaking, reading, and writing). From the four basic skills, writing is the important one. It has occupied place in most English language course. One of the reasons is that more people need to learn writing in English for occupational or academic purpose. To write well, people must have capabilities in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well.

Realizing that teaching writing is important, the writer is eager to know the process of teaching and learning in the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015. In this case the writer analyzes the teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015. So, the researcher can describe the process, the obstacle and also the solution on teaching and learning English in class and hopes the teaching and learning English can be successful and creates the students who have best quality and large knowledge.

Based on the explanation above, the writer is interested in conducting a case study on teaching and learning writing entitled “*A Case Study on Teaching and Learning Writing of the Seventh Year Students of SMPN 1 Trucuk Klaten in Academic Year of 2014/2015*”.

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

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

1. Writing is one of the productive skills that shows how skillful the students and discovers the students' mastery in this field. The students' activities in

teaching and learning process of writing will influence the students' skill achievement.

2. The objective of teaching English as a foreign language in junior high school is that the students could have skills. Writing is the basic skill that the students must learn in order to help them in improving the other skills.

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

The writer wants to limit her study in order to make understanding between the readers and the writer. The limitation of the study is as follow: The object of the study is limited to the process of teaching and learning descriptive text in the seventh year students of SMPN 1 Trucuk Klaten in academic year 2014/2015.

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

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

1. How is the process of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?
2. What is the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?
3. What is the solution of the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?

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

The writer's aims of this study are as follows:

1. To describe the process of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015.
2. To describe the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015.
3. To describe the solution of the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015.

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

By knowing the result of the study, the use of this study can be stated as follows:

1. For other researcher, this thesis can improve the knowledge about teaching and learning writing in Junior High School.
2. For the teacher, this thesis helps overcome problems in teaching process in the seventh year students of SMPN I Trucuk Klaten.
3. For students, this thesis helps solve the problem, especially the problem in learning writing.

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

The key terms used in the title of this study can be explained as follows:

## **1. Case Study**

Yin (2011:1) states that case study is one of the research methods of social science. 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.

In this study, case study is proper strategy to control the researched events in the contemporary phenomenon in the real life.

## **2. Teaching and Learning**

According to Brown (2000:7) teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Further, he explains that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.

In this study teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year 2014/2015, by acquiring or getting knowledge of a subject or a skill by study, experience or instruction.

## **3. Writing**

Nunan (2003:88) states writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a 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 by the teacher and students' process to broaden the experience, knowledge and skills

in creating ideas and express these ideas into an article of the seventh year students of SMPN 1 Trucuk Klaten.

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

In order to give a description to the readers and to facilitate the thesis arrangement, the writer presents this thesis as follows:

Chapter I deals with introduction consisting 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 deals with review of related literature consisting of theory of teaching and learning English in Junior High School, a brief view of writing, and a brief view of case study research.

Chapter III deals with the research method consisting of the meaning of research method, the strategy of the research, the data and the source of the data, the method of collecting the data, and the method of analyzing the data.

Chapter IV deals with the result of the study consisting of analysis of the data and the discussion of the findings.

Chapter V deals with 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 seventh year students of SMPN 1 Trucuk Klaten. The further explanation is as follow:

#### A. Conclusion

After the writer analyzes the result of observation to the event, interview with the informants, and documentation of teaching and learning English writing of the seventh year students of SMPN 1 Trucuk Klaten, the writer concludes the result of the study on teaching and learning English writing as the answer of the problems stated in chapter 1 as follows:

1. How is the process of teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?
2. What is the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?
3. What is the solution of the obstacle found by English teacher and students in teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten in academic year of 2014/2015?

Based on the analysis of English teaching and learning writing in the seventh year students of SMPN 1 Trucuk Klaten, the writer concludes that the teaching and learning writing in the seventh year students of SMPN 1 Trucuk Klaten in the academic year 2014/2015 is as follows:

#### 1. The process of teaching and learning English writing

The process of the teaching and learning writing of the seventh year students of SMPN 1 Trucuk Klaten is conducted from the preparation until the evaluation. The conclusion is as follow: 1) preparation: the teacher of the seventh year students of SMPN 1 Trucuk Klaten used and make a lesson plan before she teaches in the classroom. The teacher knows that lesson plan is extremely usefull and guide her when teaching in the classroom. The teacher also prepares the material. The material used by the teacher are taken from textbook; 2) the activities in teaching and learning: the teacher arranges a sequences of activities, starting from opening, main and closing activities. The activities as follows; a) opening activities: the opening activities in teaching and learning writing involved with greeting, apperception or motivation, checking students' attendance and asking homework if any. b) main activities: in main activities, the teacher delivers the material based on the syllabus. The teacher explains the material, discusses the material and the students' difficulties, gives the task and corrects the students' tasks. In explaining and discussing the material, the teacher explores about descriptive text. c) closing activities: the closing activities, the teacher and the students conclude about the material by reviewing the material together. Then, the teacher closes the lesson by giving chances to the students to ask their difficulties related about the material; 3) evaluation: the teacher evaluates students by giving them homework or assignment in the end of the lesson. The evaluation is very important to measure the students' understanding about the material of the lesson.



2. The obstacle found by English teacher and students in teaching and learning writing.

The researcher finds that the obstacles are the students' characteristics which are different from the other students. The students always do the other activity when the teacher explains the material. The second one is about vocabulary. The teacher says that the obstacle is about vocabulary. The students' skill to understand the word is poor.

3. The solution of the obstacle found by English teacher and students in teaching and learning writing.

The way to solve the obstacle is the teacher understands about her students that have different characteristic, personalities and temperaments. The teacher gives punishment for the students if they do not pay attention to the teacher's explanation in the classroom.

The way to solve the second obstacle is the teacher uses Indonesian language more to deliver the material, because the students' skill to understand the English word is poor.

## **B. Suggestion**

Based on the finding of the research, the researcher would like to give the suggestion for the students and the English teacher.

1. For the students

The students should always practice English at school and at home by writing composition in English. They can practice by reading the magazine or newspaper in English language. They should pay attention more and are

active in learning English and also study harder in order to improve their ability of writing English text.

2. For English teacher

The teacher should always to create classroom situation more interestingly by applying different model of teaching in every meeting such as discussion or three-phase method. The teacher should also give more exercises to the students to improve the student' abilities in writing English text.

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