

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
SEVENTH YEAR STUDENTS OF SMP N 1 TRUCUK KLATEN IN  
ACADEMIC YEAR 2016/2017**

**S1 - THESIS**

**This Thesis is Presented as a Partial Fulfilment of the Requirement for  
Undergraduate Degree of Education in English Education Study Program**



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A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE SEVENTH YEAR STUDENTS OF SMPN 1 TRUCUK, KLATEN IN THE ACADEMIC YEAR 2016/2017

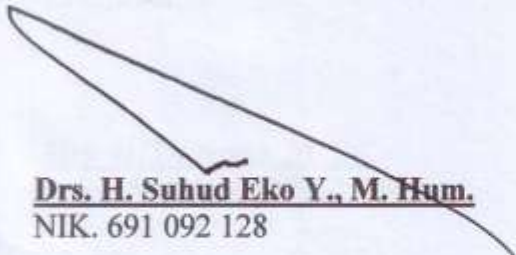
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## RATIFICATION

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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 SMP N 1 Trucuk, Klaten in the Academic Year 2016/ 2017**”.

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, October 2016



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## **MOTTO**

*Keep your hope so high and your head down low*

*(Zainnuri Arrasyid)*

*With more success come greater problems along with greater ability to solve  
them.*

*(Mark Victor Hansen)*

*No great thing is created suddenly.*

*(Epictetus)*

*The best way to gain self-confidence is to do what you are afraid to do.*

*(William Jennings Bryan)*

## PRESENTATION

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

1. My beloved parents, thanks for your prayer and support. I love you so much.  
May God's grace always be with you.
2. My beloved husband, who always gives me help in form of spirit, material, and moral, thank you so much. I love you.
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The researcher would receive correction, suggestion, criticism, and advice from the readers to make perfect this thesis.

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

Klaten, October 2016

Puji Rahayu



## LIST OF ABBREVIATION

➤ Code (App.1/FN/Obs/ 01) this is read:

App : Appendix 1

FN : Field Note

Obs : Observation

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

➤ Code (App.4/FN/Int.1/5) this is read:

App.4 : Appendix 4

FN : Field Note

Int. 1 : The first interview

5 : The number of data got from the interview

➤ Code (App.6/LP/1) this is read:

App. 6 : Appendix 6

LP : Lesson Plan

1 : The page of lesson plan

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## ABSTRACT

**PUJI RAHAYU. NO. 1111202655.** 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 the Academic Year 2016/ 2017.*

The aims of this study are to answer the problems of this study, such as how is the process of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017; what are the obstacles found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017; and how is the ways to overcome the obstacle found by the the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

This is descriptive qualitative study. The data are the facts concerning with the process of teaching and learning writing. The data are collected by using observation, interview, and document. The sources of data are the word, action, and document such as the syllabus, lesson plan, textbook, and the students' material. In analyzing data, this research uses interactive model. The analysis consists of data reduction, data display, and conclusion drawing or verification.

After analyzing the data, the researcher finds that, first the teaching and learning writing process consists of preparation, teaching and learning activities (opening activity, main activity, and closing activity), the methodologies, teaching material, teaching media, and the evaluation. Second, the obstacles faced by the teacher and the students in this study such as the students have idea to write, but they do not know how to write it in English; the students find difficulties in arranging paragraph, it is caused by their limited vocabulary; and the students always make noise when they do the task, they often open their dictionary and ask to other friends. Third, the efforts of the teacher to reduce the obstacles in teaching and learning writing can be seen from the teacher who asks the students to bring dictionary in teaching and learning process because the dictionary will help the students when they find difficult words. The other teacher's effort are giving motivation to the students in order to make the students have spirit in teaching and learning writing. The teacher also gives the task to the students to write, so the students try to write in order to enrich their vocab.

**Key words:** Case study, Writing, Qualitative

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Nowadays, language has an important role. For human beings, language is one of the media for communication. They use language to send their mind and to convey what they want. In this world, there are many kinds of languages. So, it is a necessity for them to learn another language in order to be able to communicate to the other people especially people from the other countries. One of the most important languages is English, since it is an international language that is used all over the world. English can be used in all purposes, such as Business English, Technical English, Scientific English, English for Medical Professional, English for Tourism, English for Educational Purposes, and English for Art.

Based on *Permendikbud* No.32/Th. 2013 verse 1c of section 77I, foreign language, especially English, is an international language as the important utility in the global society. English is one kind of languages in the world. It is not only used in education but also in commerce, business, tourism, and politics. In Indonesia, English is a subject learned at school.

Based on *Permendikbud* No. 32/Th. 2013 dealing with *Standar Nasional Pendidikan (SNP)* or National Standard of Education on verse 1 of section 2, the coverage of the National Standard of Education is as follows. The National Standard of Education consists of content standard, process standard, graduate competence 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 at all educational units is done interactively, inspiringly, fun, challengingly. Teachers motivate students to participate actively and give students an adequate space for their initiative, creativity, and independency which is suitable with their talent, interest, as well as physical and psychological development. That is why, the teaching and learning process plan consists of syllabus and lesson plan which has the objectives, materials, methods, learning sources, and assessment.

In *Permendikbud* No.32/Th. 2013 on the verse 1 of section 25, *Standar Kompetensi Lulusan (SKL)* or graduate competence standard is used as the assessment orientation and students' graduation determination from certain educational units. The instrument standard concerns with all equipments needed in teaching and learning process. The management standard is about how to manage certain educational units. The financial standard deals with the source and management of finance in certain educational units. The assessment standard is used to measure the achievement of learners after teaching and learning activity is done. In *Permendikbud* No.54/Th. 2013, *Standar Kompetensi Lulusan (SKL)* for SMP/MTs/SMPLB/Paket B has some dimensions such as attitude, knowledge, and skill. The following table shows the graduate competence standard in *SMP*.

**Table 1. Graduate Competence Standard in Junior High School**

<b>Dimension</b>	<b>Capabilities Qualification</b>
Attitude	Students have behavior that reflects the attitude of the faithful, noble, knowledgeable, confident, and responsible to interact effectively with the environment and nature within reach of the association and its existence.

<b>Dimension</b>	<b>Capabilities Qualification</b>
Knowledge	Students have knowledge of factual, conceptual and procedural in science, technology, art, and culture with human insight, national, state, and civilization -related phenomena and other events.
Skill	Students have the ability to think the and follow effective and creative in the realm of the abstract and the concrete in accordance with the learned in school and other such sources .

The application of content standard in English subject for Junior High School, is regulated on *Standar Isi Pendidikan Dasar dan Menengah* No.64/Th. 2013. It is said that the material on teaching and learning English for Junior High School consists of some components. The first is texts which includes name label, list items, instructions, signs, warning signs, personal invitations, felicitation, recount, announcement, narrative, descriptive, and songs in interpersonal discourse, transactional and functional at the level of functional literacy. The second is the structure of interpersonal, transactional, and functional text. The third is the skill of listening, speaking, reading, writing texts interpersonal, transactional, and functional covered. The fourth is the elements of language. Fifth, the phrase is very short and simple. The last is modalities with the limits the meaning definite.

The purpose of the teaching English in Junior High School is to encourage the students to have interest and to master the four basic linguistics skills such as listening, speaking, reading, and writing. These skills of language are taught to the end of the course, so that the students will have an ability to communicate in English. Teaching and learning English, especially writing needs high creativity from both



teacher and students to gain an optimum result. Teacher plays a very important role in the teaching and learning process as a guide and facilitator for the students.

Based on the explanation above, the researcher interested in conducting the research about teaching writing in SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017. Therefore, the research is entitled "*A Case Study on Teaching and Learning Writing of the Seventh Year Students in SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017*".

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

The reasons that encourage the researcher to choose the topic of the study are as follows.

1. The objective of teaching and learning English in Junior High School stated that the student can master four skills of language such as listening, speaking, reading, and writing.
2. Writing is one of the four language skills that must be taught in Junior High School. As a result, writing needs special attention as an important communicative skill which enables the learner to plan and to rethink the communication process.

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

Based of the reason above, the researcher limits this study through some scopes below. The limitation of the study are as follow.

1. This study focuses on teaching and learning process of writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

2. This study focuses on the obstacles found by English teacher in teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.
3. The study focuses on the ways to overcome the obstacle found by English teacher in teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

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

In the study, the researcher wants to formulate the problems of the study.

They are as follows.

1. How is the process of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017?
2. What are the obstacles found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017?
3. How is the ways to overcome the obstacle found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017?

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

There are three aims of the study. They are as follow.

1. To describe the process of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

2. To describe the obstacles found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.
3. To describe the ways to overcome found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

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

The result of the study can be used theoretically and practically. Theoretically, the result of this study is hoped to be able to enrich the repertoire of teaching writing theory. Practically, the result of the study gives valuable contribution to improve the student's mastery on writing.

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

The key terms used in the title of this study can be explained to avoid misinterpretation and to have better understanding. They are as follow.

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

According to Yin (2009: 1), case study means one of the research methods related with the social sciences. Case study, as well as other research strategies, is a way of empirical research on problem by following a series of procedures that have been specified previously. Case study can be done by collecting data in real cases. Its case can be an individual or a community regarded as set of the research. Case study tries to give brief description stressing to the whole situation concerning with the process or procedures of an event. In this research case study means an empirical inquiry that investigates the process of teaching and learning English.

## **2. Teaching and Learning**

Brown states that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the condition for learning. While learning is acquiring or getting of knowledge of a subject or a skill, experience or instruction (2000:7). Teaching and learning in this study means guiding the seventh year students of SMP N 1 Trucuk, Klaten in the classroom to gain the knowledge or skill by studying, practicing, teaching, and having or showing much knowledge.

## **3. Writing**

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader (Nunan, 2003: 88). While according to Tarigan (2008: 22), writing is lowered symbols chart depicting a language that is understood by a person so that others can read the chart symbols. In writing English, the students describe the graphic symbol of English. So, the English symbol can be read and understood by the reader. From those definitions, writing is inventing, thinking, and expressing ideas, sounds of speech, and symbols in a systematic way so that it can be read and understood by the reader.

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

In order to give a description to the readers and to facilitate the thesis arrangement, the researcher presents this thesis in five chapters. They are as follow.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problems of the study, the aims 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 case study, writing, and teaching and learning writing.

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

Chapter IV is the result of the study. It presents the findings and the discussion of the findings.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestions provide some suggestion to the students and the teachers.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher attempts to give a brief conclusion and suggestion about teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017.

#### A. Conclusion

After analyzing the result of observation and the interview with the informants of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, the researcher gets information about the teaching and learning writing. In this case the writer would answer the problems stated in chapter 1, they are (1) how is the process of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017?; (2) what are the obstacles found by the English teacher in teaching and learning writing to the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017 and the ways to overcome the obstacles; and (3) how is the ways to overcome the obstacle found by the English teacher in teaching and learning writing to th seventh year students of SMP N 1 Trucuk, Klaten in the academic year 2016/2017?. From the discussion of the findings the researcher can conclude as follow.

#### 1. Teaching and Learning Writing Process

The teaching and learning writing process includes preparation, teaching and learning activities, the methodologies, teaching material, teaching media, and the evaluation. The teacher always does preparation before teaching and

learning is done. It involves syllabus, lesson plan, text book, laptop, and *LKS*. The teacher makes lesson plan based on the syllabus.

The teacher arranges a sequence of activities, starting from opening, main and closing activities. In the opening activities the teacher starts the lesson by greeting students, checking students' attendance, and asking them to pray together. In the main activities, the teacher asks students to observe a video, then they are asked to make small group, discuss the material given by the teacher, and do the tasks which are taken from the textbook. After finishing the task, students should present the task in front of classroom. In the closing activities, the teacher and students review the material to measure the students' understanding about the material. Then the teacher closes the lesson by giving assignment and gives information about the material for the next meeting. The teacher also gives motivation to make students have spirit.

The teacher applies Problem Based Learning (PBL) method in teaching and learning writing in the classroom. By applying this method, the teacher instructs the students to make small group, then they are asked to do the task by their own way.

The materials which are taught in class 7B are taken from textbook chapter VII theme "I love things around me". The media which are used in teaching and learning writing are textbook, laptop, video, things around them and flash card.

The teacher evaluates students by giving task during the lesson. The evaluation is the measurement of the students about their understanding of the material. The evaluation is taken from textbook “I love things around me”.

In the teaching and learning process, the teacher gives motivation and explanation to the students when they find some difficulties in teaching and learning process. By paying attention on the teacher and the materials, the teaching and learning writing process can run comfortably and it makes the students able to receive the materials which are taught by their teacher easily.

## **2. The Obstacles Faced by the English Teacher in Teaching and Learning Writing**

The students of 7B and the teacher get obstacles in teaching and learning writing process, they are as follows.

- a. The students have an idea to write, but they do not know how to write it in English.
- b. The students find difficulties in arranging paragraph. It is caused by their limited vocabulary.
- c. The students always make a noise when they do the task. They often open their dictionary and ask to other friends.

## **3. The Efforts of the English Teacher to Reduce the Obstacles**

From the problems found during the teaching and learning writing, the researcher would like to discuss about the solution, they are as follows.

- a. The teacher asks the students to bring dictionary in teaching and learning process because the dictionary will help the students when they find difficult words.



- b. The teacher gives motivation to the students in order to make the students have spirit in teaching and learning writing.
- c. The teacher gives the task to the students to write, so the students try to write and it can enrich the their vocabulary.

## **B. Suggestion**

Based on the research result of teaching and learning writing of the seventh year students of SMP N 1 Trucuk, Klaten in the Academic Year 2016/2017, the researcher would like to present some suggestions as follows.

1. For the students
  - a. The students should use the time efficiently to achieve the maximum learning outcomes in every lesson.
  - b. It is better for the students not to be shy to ask any materials which have not been understood to the teacher.
2. For the teacher
  - a. The teacher should always motivate the students to improve their ability of writing.
  - b. It is better for the teacher in other school to use more creative teaching media in the teaching and learning. It will be useful to make the students interested in teaching and learning writing.

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