

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

**S1 THESIS**

This Thesis is Presented as a Partial Fulfillment of the Requirement for the  
Attainment of a *Sarjana Pendidikan* Degree in English Education Study Program



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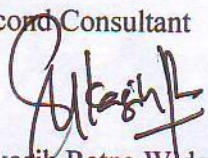
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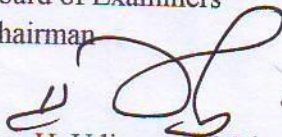
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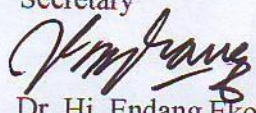
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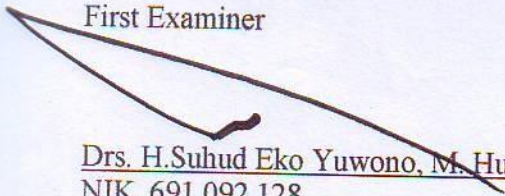
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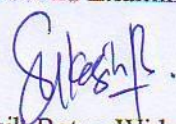
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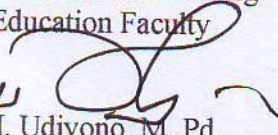
  
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A Case Study on Teaching and Learning Writing of the Seventh Year Students of SMP N 2 Cawas 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, February 2015



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## MOTTO

- ❖ “Jadikanlah sabar dan shalat penolongmu dan sesungguhnya yang demikian itu sungguh berat kecuali bagi orang-orang yang khusuk”. (Q. S. Al-Baqarah: 45).
- ❖ “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).
- ❖ Never give up and believe you can, do not be tired to try(The Writer).
- ❖ When there is a will there is a way.(English Proverb).

## **PRESENTATION**

This thesis is presented to:

- ❖ My beloved Parents, my Siblings, my brother, and my little sister, thanks for your prayer and supports, I love them so much. May Allah's grace always be with them.
- ❖ My beloved husband and daughter thanks for your prayer and supports I love them 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, I love you all.

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

Klaten, February 2015

Lisnawati



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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

**LISNAWATI.1011202600.**English Education Study Program.Teacher Training and Education Faculty.Widya Dharma University Klaten 2014. Thesis: *A Case Study on Teaching and Learning Writing of The Seventh Year Students of SMP N 2 Cawasin the Academic Year 2014/2015.*

The aim of this study is to describe the process of teaching and learning writing of the seventh year students of SMP N 2 Cawas in the Academic Year 2013/2014.In this study, the data are collected by observation, interview, and document of teaching and learning writing of the seventh year students of SMP N 2 Cawas in the Academic Year 2014/2015. The writer analyzed data by using qualitative descriptive method.

After analyzedthe data of the study, the writer concluded the process of teaching and learning English writing in the seventh year students of SMP N 2 Cawas consists of as follows. Firstly,the preparation consists of lesson plan, material, and source of learning. Secondly, the activity of teaching and learning consists of the opening activity, the main activity, the closing activity. Thirdly, the teacher used the picture as a media of teaching. Fourthly, the teaching and learning method used by the teacher are discussion by group-work. Fifty, the teacher gave evaluation to the students after explaining the material.

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

Language is part of our life and important in a human life, basically as a means of communication. Without language, humans cannot interact each other. In the daily life, humans always communicate 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 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 study English as the first foreign language. English is taught as a compulsory subject to the students in Junior High School and Senior High School.

As stated in *Permendiknas No 22 Tahun 2006* (2006: 214-215), the objectives of teaching and learning English in Junior High School are students should have the following competences. The first is developing communicative competence in spoken and written form for getting the functional literacy level. The second is owning consciousness about the essence and the importance of English language to increase nation's competitiveness in global society. The third is developing the students' understanding about the relationship between language and culture.

In relation to that, *Permendiknas No 23 Tahun 2006* (2006: 75) describes that the materials of teaching and learning in Junior High School are descriptive, recount, narrative, procedure, and report. Those materials are learned to the students as a graduation competence standard for the materials of English subject in the first and second semester in Junior High School.

Writing as one of the four skills has been taught in Junior High School. In fact, almost of the students feel difficult in writing. They are confused about the grammar and the content of the material delivered by the teacher. So, they do not know what they must write. Even, they have limited vocabulary. It happens because the students are lazy to increase their vocabulary and to improve their writing.

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. As one of the four language skills, writing has always occupied a place in most English course. One reason is that more and more people need to learn to write in English for occupational or academic purposes (Fauziati, 2010: 45). According to Harmer (2001: 31), writing encourages student to focus on accurate language use, it may provoke language development as the resolve problems which writing puts into their minds. Writing, in addition to being a communicative skill of vital importance, is a skill which enables the learner to plan and rethink the communication process (Celce-Murcia, 2001: 213).

Based on the statements above, writing is a skill to encourage students on accurate language use so it can develop their writing whether in lower or higher

level education. In addition, writing is an important communicative skill which enables the learner to plan and rethink the communication process. Richards and Renandya (2002: 316) stated that process writing as a classroom activity incorporates the four basic writing stages. They are planning, drafting (writing), revising (redrafting), and editing.

The teacher can use approaches, methods, and medias in teaching and learning writing. Those components are important to help teaching and learning writing in the classroom. Approach describes how teachers acquire their knowledge of the languages and makes statements about the conditions, which will promote successful language learning to the students. Methods tend to be primarily concerned with the teacher and student roles and behaviors in teaching and learning English. While media helps the teacher to motivate the students. The media can be in the form of textbook, picture, photo, newspaper, and magazine. To know the achievement of the lesson in writing, the teacher gives evaluation for the students. From this activity, the teacher knows the students' ability in writing, so teaching and learning writing will be better.

Realizing that teaching writing is important to the seventh year students, the writer is eager to know the process of teaching and learning writing. The writer will describe the teaching and learning writing of the seventh year students in SMP N 2 Cawas in 2013/2014. It is hoped that the teaching and learning English can be successful and can create the students who have best quality and large knowledge.

Based on the description above, the writer wants to conduct a study on teaching and learning writing of the seventh year students of SMP N 2 Cawas in



2013/ 2014. Therefore this study is entitled “*A Case Study on Teaching and Learning Writing of the Seventh Year Students of SMP N 2 Cawas in Academic Year of 2013/ 2014*”.

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

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

1. The objective of teaching and learning English in Junior High School is the students have capability to master four language skills, such as listening, speaking, reading, and writing.
2. Writing is one of the four language skill that must be learned in Junior High School. It special attention as an important communicative skill which enables the learner to plan and rethink the communication process.
3. Writing encourages student to focus on accurate language use (Harmer, 2004: 31). By having an accurate language in writing the students in Junior High School can develop in expressing their idea in the form of written and spoken.

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

Based on description above, the writer limits the study on the process of teaching and learning writing in the seventh year students of SMP N 2 Cawas in academic year 2013/2014.

**D. The Problem of the Study**

The writer would like to present the problem of the study that can be formulated is as follow “How is the process of teaching and learning writing of the seventh year students of SMP N 2 Cawas in 2013/2014?”

**E. The Aim of the Study**

Related to the problem of the study, the aim of the study is to describe about process of teaching and learning writing of the seventh year students of SMP N 2 Cawas in 2013/ 2014.

**F. The Use of The Study**

By knowing the result of the study, it is expected to the writer and the reader to increase the quality of the English teaching and learning writing. This study is also expected to improve the teaching and learning writing in Junior High School.

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

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

**1. Case Study**

According to Yin (2009: 1), case study is one of the research methods of social sciences. Commonly, case study is a more proper strategy in a research related to the question of how or why, if the researcher just has a little chance to control the events which will be researched, and when the research focus is on contemporary phenomenon within the context of the real

life. In this study, the writer tries to get a description of the process of teaching and learning writing of the seventh year students of SMP Negeri 2 Cawas in the Academic Year 2013/2014.

## 2. Teaching and Learning

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 in 2013/2014, 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 a reader. One kind of writing texts is procedure text. The purpose of procedure text is to help us do a task or make something. They can be a set of instructions or directions.

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

In order to give the thesis arrangement to the readers, the writer presents the organization of the study is as follows.

Chapter I deals with 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 deals with the review of related literature. It consists of the case study and teaching and learning writing in Junior High School.

Chapter III deals with the research method. It consists of the meaning of research method, the strategy of the research, the data and the source of the data, the technique of collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV deals with the result of the study. It consists of research findings and the discussion of the research findings.

Chapter V deals with the conclusion and suggestion. Conclusion consists of the summary of the study. Suggestion provides some suggestions to the teacher and the students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and the suggestion of the study. The further explanations are as follow.

#### A. Conclusion

After analyzing the result of observation, interview, and document about the teaching and learning of writing to the seventh year students of SMP N 2 Cawas in the Academic Year 2013/2014, the writer gets the information about the process of teaching and learning writing. Based on the analysis of the teaching and learning writing to the seventh year students of SMP N 2 Cawas in the Academic Year 2013/2014, the conclusion on the process of teaching and learning are as follow.

##### 1. Preparation

In the preparation, the teacher prepared the lesson plan. The teacher made lesson plan before teaching. He used the lesson plan as a plan and guideline. He teacher made the lesson plan before implementing the teaching and learning process. The lesson plan is the first 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.

##### 2. 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 with expressing greeting to the students, checked the students' attendance, asked the students to pray together, and asked the students to prepare 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 gave evaluation to the students.

c. The Closing Activity

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

3. Media

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

4. The Teaching and Learning Method

In teaching and learning English to the seventh year students of SMP N 2 Cawas in the Academic Year 2013/2014, 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.

## 5. The Evaluation

The teacher gave 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 procedure text by asking some questions related to the text. Besides that, the teacher gave them assignment to compose a procedure text in group by discussion. The teacher made some group discussion in the class then the students are asked by the teacher to write procedure text after getting explanation from the teacher and then he gives homework.

### **B. Suggestion**

Based on the result of the study, the writer gives some suggestions to the students and English teacher. They are as follow.

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

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