

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
EIGHTH YEAR STUDENTS OF SMP N 4 KLATEN IN THE ACADEMIC  
YEAR 2014/2015**

**S1- THESIS**

This Thesis is presented as a Partial Fulfillment of the Requirements for Accomplishing Undergraduate Degree of Education in English Education Study Program.



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**2015**

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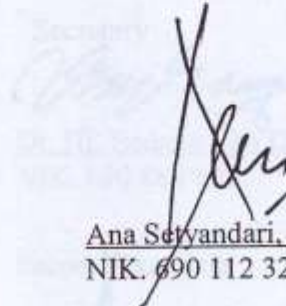
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## RATIFICATION

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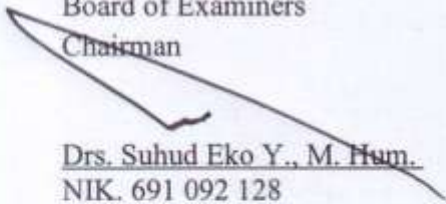
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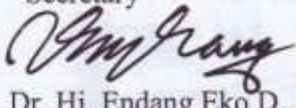
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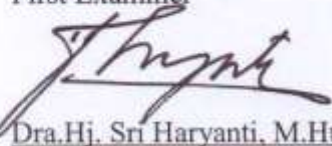
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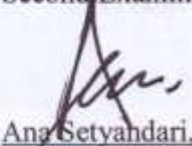
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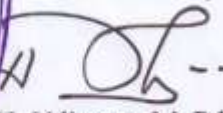
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A Case Study on Teaching and Learning Writing of The Eighth Year Students of SMP N 4 Klaten in The Academic Year 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, September 2015



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## MOTTO

- ❖ *“Jadikanlah sabardanshalatpenolongmudansesungguhnya yang demikianitulusungguberatkecualibagi orang-orang yang khusuk”. (Q.S. Al-Baqarah: 45).*
- ❖ *“Dan apabiladikatakanberdirilahkamumakaberdirilahniscaya Allah akanmeninggikan orang-orang yang berimandiantarakamudan orang-orang yang diberiilmupengetahuanbeberapaderajat.” (Q.S. Al-Mujadillah: 11).*
- ❖ *Never give up and believe you can, do not be tired of trying (Nita Novitasari).*
- ❖ *When there is a will there is a way (English Proverb).*

## PRESENTATION

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

1. My beloved Parents, my father “(Alm) Nursahid Sri Mulyono” and my mother “(Alm) Tri Ismiyati” I love you so much. May Allah SWT grace always be with you.
2. My Grandmother, “Sumiyati” who always gives me spirit and prays for me. I love you grandma.
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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 the English teaching profession.

The Writer

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## **LIST OF ABBREVIATION**

1. Doc. :Document
2. FN. :Field Note
3. Invw. :Interview
4. LP. : Lesson Plan
5. Obs. :Observation
6. Trnc. : Transcript

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## ABSTRACT

**NITA NOVITA SARI. No. 111202702.** English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University Klaten, 2015. Thesis: *A Case Study on Teaching and Learning Writing of the Eighth Year Students of SMP N 4 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 eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015? (2) what are the obstacles found by the English teacher in teaching and learning writing to the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015? and (3) how is the efforts to solve the problem in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015? and the ways to overcome to.

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 eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015. The data are collected by using observation, interview, and documentation of teaching and learning writing of the eighth year students of SMP N 4 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 finds: 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 have 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, and c) the students always make noise when they do the task, they often open their dictionary and ask to other friends; and 3) the efforts of the teacher to reduce the obstacles in teaching and learning writing: 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 word. The teacher gives motivation to the students in order to make the students have spirit in teaching and learning writing, b) the teacher gives the task to students to write, so the students try to write and it can enrich the students vocabulary, and c) the students try to solve their obstacles by paying attention to their teacher who gives explanation and to the material which is taught by the teacher, so they do not make noise.

**Key words:** *case study teaching and learning, writing, obstacles, efforts.*

# CHAPTER I

## INTRODUCTION

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

English has been one of the international languages to communicate by everybody in all over the world. Most of the countries use it as a means of communication to interact each other. English plays an important role as a means of communication. Because of the importance of English, the Indonesian government has established English as the first foreign language taught in Indonesia since Kindergarten, Elementary School, Junior High School, and Senior High School.

English is a means of oral and written communication. Communication is understanding and expressing information, idea, feeling, and development of knowledge, technology, and culture. Communication in the large meaning is understanding and producing oral and written text which can be realized in four language skills, they are: listening, speaking, writing, and reading. The four skills make a good communication in human society. Therefore, the aim of teaching English in every level of education is the students have capability in mastering those four language skills in order to make a good communication in human society.

The ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language on the spot (Harmer, 2004: 269). Reading in many second or foreign languages teaching situation, receives a special focus (Richards and Renandya, 2002: 273).

In listening, the students have to understand meaning orally in transactional and interpersonal, formal and informal discourse in the form of recount, narrative, procedure, descriptive, and report in daily life. The last skill is writing that means principally conducted to demonstrate knowledge of the contextualized fact with little awareness of a reader beyond the teacher-examiner.

At schools skills the students must learn about grammar, pronunciation and vocabulary. So, the students can speak fluently and grammatically. Then, for mastering vocabulary, without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different context, reading, or watching television (Richards and Renandya, 2002: 255).

Writing is one of the important basic skills. According to Hyland (2002: 78), writing is learned, rather than taught, and the teacher's best methods are flexibility and support. As one of the language skills, writing has been taught in Junior High School. What must be learnt by the students on the first semester are *report* and *recount*, while in the second semester are *narrative* and *procedure*. Writing has always occupied the most place in English language skill. However, the students have the problem in writing such as limitation of vocabulary that the students have. They do not master much vocabulary and do not know the meaning of the words. The students do not master enough on the grammatical rule and spelling.

They also do not know the way to arrange the sentences which results grammatical error and misspelling of the words. Because of the lack of the vocabulary, the students can not organize their ideas to construct the sentences, so they are difficult to express their ideas on writing form.

In this study, the writer holds the case study. Case study means a research study for investigating a phenomenon. In this study the phenomenon is the process of teaching and learning English writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015. In this case the researcher will analyze teaching and learning English writing in the eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015. So, the researcher can know the problem in teaching and learning English writing and gives some contribution on teaching and learning English of the eighth year students of SMP N 4 Klaten in the Academic Year 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 four language skills that must be taught in Junior High School. By writing, students have learned the part of English lesson, such as structure, grammar and tenses. Because 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.
2. The objective of teaching and learning English both orally and written in Junior High School is that the students can explore their ideas in writing by using English.

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

The limitation of the study is as follows:

1. This study is focused on the process of teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015.
2. This study is focused on the obstacles found in the process of teaching and learning writing of the eighth year students of SMP N 4 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:

1. How is the teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015?
2. What are the obstacles found by the students in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015?
3. How is the efforts to solve the problem in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015?

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

There are three aims of the study as follows.

1. To describe the process of teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/



2015.

2. To describe the obstacles found during in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015.
3. To efforts the problem in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015.

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

The use of this study can be stated as follows:

1. To the researcher, this thesis can improve the knowledge about teaching and learning of writing in Junior High School.
2. To the English teachers, this thesis may help the teacher to overcome difficulties in teaching and learning of writing in Junior High School.
3. For students, the study can be used to help solve the problem, especially the problem in learning writing in the future.

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

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

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

According to Yin (2009: 23) case study research method is as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. In this study, case study means an empirical inquiry that investigates the process of teaching and learning writing in the

eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015 within its real life context.

## 2. Teaching and Learning

Teaching is causing someone to know or be able to do something, giving someone knowledge, skill, giving lesson at school, etc (Hornby, 1995: 886). While learning is gaining the knowledge or skill by studying, practicing, or being taught, having some knowledge (Hornby, 1995: 481).

In this research, teaching and learning is causing students to know and giving students knowledge or skill which is gained by studying, practising, or being taught of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/2015.

## 3. Writing

As one of the language skills, writing has occupied the most places in English language skills. Writing skills must be practiced and learned through experience. According to Hornby (1995: 1386), 1) writing is the activity or occupation of writing for examples book, stores or articles. 2) Written for works for example book or essay.

According to Harmer (2004: 31) writing has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a backup for grammar teaching to a major syllabus strand in its own right, where mastering ability to write effectively is seen as a key objective for learner.

In this study, writing is an activity of writing paragraphs of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015.

## **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 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 deals with the review of related literature. It consists of the meaning of case study, teaching and learning English in Junior High School, writing skill, and the types of activities of teaching and learning writing in a classroom.

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

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

Chapter V consists of conclusion and suggestion. Conclusion presents the answer of the problem of the study. Suggestion presents some suggestion to the teacher and the students.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed the conclusion and the suggestion of teaching and learning writing of the eighth year students of SMP N 4 Klaten. The further explanation is as follow.

#### A. Conclusion

After the researcher analyzes the result of observation, interview, with the informants, and see the document of teaching and learning of writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015, the researcher can get information about the teaching and learning writing.

In this case, the researcher would answer the problems stated in chapter I. They are as follows.

- 1.How is the process of teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015?
2. What are the obstacles found during teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015?
3. How is the effort to solve the problem in teaching and learning writing of the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015?

Based on the analysis of English teaching and learning writing in the eighth year students of SMP N 4 Klaten, the researcher concludes that the teaching and learning writing in the eighth year students of SMP N 4 Klaten in the Academic Year 2014/ 2015 is as follows.

### **1. Teaching and Learning Writing Process**

The process of the teaching and learning writing of the eighth year students of SMP N 4 Klaten is conducted from preparation until the evaluation. The English teacher of SMP N 4 Klaten always prepares the lesson plan, material and sources of learning before she teaches in the class. The teacher arranges a sequence of activities, starting from opening, main and closing activities. The teacher uses various methods in teaching and learning writing in the classroom. In the closing activities, she uses evaluation to measure the students' understanding about the material.

### **2. The Obstacles Faced by the Teacher and the Students**

The students of 8B and the teacher get obstacles in teaching and learning writing process, they are as follow:

- 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 Teacher and the Students to Reduce the Obstacles**

From the problem found during the teaching and learning writing, here 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. The teacher gives motivation to the students in order to make the students have spirit in teaching and learning writing.
- b. The teacher gives the task to the students to write, so the students try to write and it can enrich the student's vocabulary.
- c. The students try to solve their obstacles by paying attention to their teacher who gives explanation and to the material which is taught by the teacher, so they did not make noise.

#### **B. Suggestion**

Based on the result of the research of teaching and learning of writing of the eighth year students of SMP N 4 Klaten in academic year of 2014/ 2015, the researcher would like to present some suggestions are as follows.

1. For the English teacher
  - a. The teacher should always motivate the students to improve their ability of writing
  - b. It is better for the teacher and other teachers 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.
2. For the students
  - a. The students should use the time efficiently to achieve the maximal learning outcomes in every lesson.
  - b. It is better for the students not to be shy to ask any materials which have not understood to the teacher.

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