

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
EIGHTH YEAR STUDENTS OF SMP N 1 JOGONALAN IN ACADEMIC  
YEAR OF 2014/2015**

**S1-THESIS**

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



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**KLATEN**

**2015**

## APPROVAL

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YEAR OF 2014/2015**

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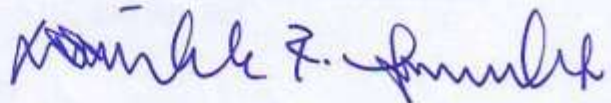
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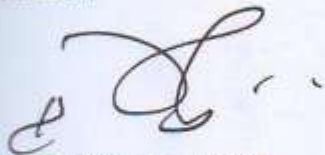
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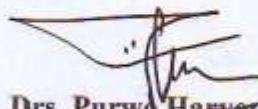
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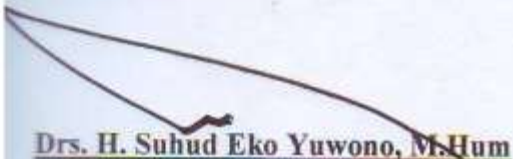
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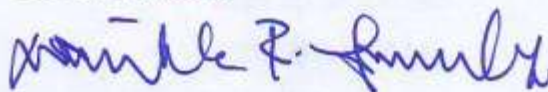
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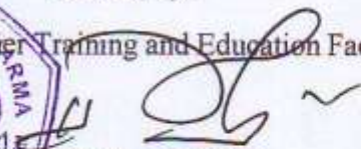


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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE EIGHTH YEAR STUDENTS OF SMP N 1 JOGONALAN 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 in bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, Maret 2015



**Rizq Kristal Amor**

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## MOTTO

**1. Things will never be such beautiful without hard work.**

**(The researcher)**

**2. Giving up is not a way out.**

**(The researcher)**

**3. “Success is not the key happiness. Happiness is the key to success. If you love what you are doing, you will be successful”.**

**(Hermain Cain)**

**4. Allah will not give to the people expect according to their ability.**

**(Al- Baqoroh: 286)**

## PRESENTATION

This thesis is dedicated to:

1. My beloved parents: my mother (Musdalipah) and my father (Yuwono) I love you so much. You are my precious wealth in the world.
2. Beloved brother (Lutfi), my sister (Chandra), my younger brother (Adha) and my younger sister (Dear) thanks for giving spirit, motivation, pray, and love.
3. My lovely (Apy Aji Hogantara), I thanks for your motivation, spirits, supports, and prays given to me every time.
4. All of my best friends (Agnes, Eri, Acres, Debby, Ismi, Shinta and all of my friends in Widya Dharma University), thanks for your support, help, and everything. I will remember all memories with you. I hope you would reach your dream.
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6. Family Wushu Klaten thanks for praying and supporting.

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9. My beloved brother and sister. Thanks for everything, motivation, and pray.

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This life is really colorful knowing you, honey.

11. All staff in of SMP N 1 Jogonalan who are willing to help the researcher in doing this research.

12. The 8C year students of SMP N 1 Jogonalan who have participated for this research.

Finally, I realize that this thesis is far from being perfect because I have has limited knowledge and experience. Therefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. I expect that this thesis is useful and gives the support for teaching and learning English.

Klaten, 22 Maret 2015

**Rizq Kristal Amor**

**NIM. 0911202440**



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## **LIST OF ABBREVIATION**

1. Code (Obs/ FN/ 01) is read:
  - Obs : Observation
  - FN : Field note
  - 01 : the number of the data observation in field note
2. Code (Intrv/ FN/ 01) is read:
  - Itrv : Interview
  - FN : Field Note
  - 01 : the number of the data of interview in field note
3. Code (Doc/ FN/ 01) this is read:
  - Doc : Document
  - LP : Lesson Plan
  - 01 : the number of the data from lesson plan

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## ABSTRACT

**RIZQ KRISTAL AMOR. Student number: 0911202440.** English Education Study Program. The Faculty of Teacher Training and Education, Widya Dharma University, 2015. Thesis: *A Case Study on Teaching and Learning writing of the Eighth Year Students of SMP N 1 Jogonalan in Academic Year of 2014/2015.*

The aims of this study are: (1) to describe the process of the teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015, (2) To identify and analyze the obstacles faced by the teacher and the students in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015, and (3) to identify and analyze the efforts and evaluation of the teachers to reduce the obstacles in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015.

In this study, the researcher conducted a study by using qualitative case study. The data are: (1) the process of teaching and learning writing, (2) the obstacle on teaching and learning writing, and (3) the efforts of the teachers to reduce the obstacles in teaching and learning writing. The sources of data are: (1) events, (2) informants, and (3) document. The researcher uses observation, interview, and documents as the technique of collecting the data. The data are collected then analyzed with descriptive qualitative method.

After analyzing the data, the researcher concludes as follows: (1) The process of teaching and learning English writing in the eighth year students of SMP N 1 Jogonalan consist of: first, the process of teaching and learning English writing. This is consists of preparation such as lesson plan and material. Second, the teacher and students' activity in classroom such as: opening, main activity and closing. Third, the implementation of teaching media. In teaching media they use pictures. Fourth, assessment is done by the teacher based the minimal passing grade is 65. So, the students' mark is more than 65. Fifty, time allocation in processing of teaching and learning. It provides 2x40 minutes in a meeting and 7 meetings for a week, (2) The teacher got the problem of teaching and learning English writing in the eighth year students of SMP N 1 Jogonalan it is students were difficult to be managed and the lack of time allocation for English lesson which provided by the government just 2x40 minute in meeting, (3) The effort of the teacher to reduce the obstacles in teaching and learning writing to the eighth year students of SMP N 1 Jogonalan is that the teacher gives evaluation in writing recount text started from the easiest one. The evaluations are started from arranging the jumbled words into a good sentence, then, making sentences based on the pictures, finally, making a free writing.

# CHAPTER 1

## INTRODUCTION

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

One of competences which must be mastered by the students in junior high school is writing skill. Writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas (Hyland, 2003: 9). It means that writing is stressed in guiding ideas in discovering meaning. So, the students' activities in teaching and learning process of writing will influence the students' skill achievement. While according to Langan (2011: 13), to communicate effectively, people must constantly adjust their speech to suit their purpose and audience. This same idea is true for writing. It means when people write for others, it is important to know their purpose for writing and the audience who will read their work.

The objective of teaching and learning English as a foreign language in junior high school is stated in *Peraturan Mendiknas No 22 tahun 2006* that the students have skills of listening, speaking, reading, and writing. Those language skills are supported by three aspects of language. They are vocabulary, pronunciation, and grammar. They cannot be separated because they are related each other.

Teaching and learning English in Junior High School need an instructional system or curriculum. Talking about curriculum means talking about material of education materials can be found curriculum. With curriculum the government

tries to adjust the national identity with the nation's inspiration. Therefore, curriculum directly involves and handles the students as nation generation in the future. The curriculum which is implemented in Junior High School nowadays is School-based curriculum (*SBC*). *SBC* is an education operational curriculum which is made and done in each school. On writing, the students have to express the meaning in written form in interpersonal and transactional, formal or informal discourse in form of recount, narrative, procedure, descriptive and report in daily life.

In learning writing skills, the researcher, through her pre-observation often sees that the students talk to each other when they have to write their ideas in the topic. They have been asked by their teacher to write everything concerning with the activities in the daily life, but most of them still looks confused in the learning. They are opening their books again and again although the teachers have given a certain topic which the students should develop in writing. The teacher has explained the materials for the students before the class. Then, the students have involved in the teacher's explanation in teaching and learning process. But the fact, when the teacher asks the students to make self-writing, most of the students talk to each other discussing what they should write down. It means that the students have a hard problem in writing. Writing is a productive skill besides speaking which must pay more attention in grammatical point. It may be very useful for a number of reasons, but such exercises are not writing skill activities (Hammer, 2001: 249).

Based on the reasons above, the researcher will conduct a case study. Case study means a research study for investigating a phenomenon. This study is about



phenomena in the process of teaching and learning writing in eighth year students. Therefore, this research will be entitled “ A Case Study on Teaching and Learning Writing of the Eighth Year Students of SMP N 1 Jogonalan in Academic year of 2014/2015”.

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

The reasons for choosing the topic are as follows:

1. Writing is one of the skills that must be mastered by students. It is meant that if the students have no writing ability causes the student achievement become unqualified. So that, the activities in teaching and learning process of writing must be understandable by the students.
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 researcher limits this study in order to avoid the broadening of the material as follows:

1. The obstacles were faced by the teacher and the students in teaching and learning writing in academic year of 2014/2015. For example; the teaching and learning writing is not interesting, more students are trapped in vocabulary because they have limited vocabulary and they are reluctant to open the dictionary.
2. The efforts of the teachers to reduce the obstacles in teaching and learning writing in academic year of 2014/2015. Such as ask the students bring

dictionary, and the teacher gives them homework to memorize some new vocabularies in every meeting before the teaching and learning process finish.

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

The researcher presents the problem of the study that can be formulated in the following statements:

1. How is the process of teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015?
2. What is the obstacle found by English teacher in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015?
3. How are the efforts of the teachers to the reduce the obstacles in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015?

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

In conducting the research, the researcher should have the certain aim of the research. The aims of the study are as follows:

1. To describe the process of the teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015.
2. To identify and analyze the obstacles faced by the teacher and the students in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015.
3. To identify and analyze the efforts and evaluation of the teachers to reduce the obstacles in teaching and learning writing of the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015.

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

The results of this study are expected to have significance in relation to the teaching and learning writing for the following:

### **1. The Theoretical Use**

The result of the study can be useful for those who are in the field of developing the process of teaching and learning writing in junior high school.

### **2. The Practical Use**

The practical use can be adapted to give a deeper understanding to the teachers and researchers concerning with the teaching and learning writing in junior high school, and then to solve the obstacles like students' limitation in vocabulary by giving them homework to memorize some new vocabularies in every meeting before the teaching and learning finish.

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

In order to make easy to understand, this research theme clarifies they key terms of the study as follows:

### **1. Case Study**

Case study can be done by collecting data needed by the researcher by visiting houses or some places or institutions which will be taken the data (Margono, 2004: 26). The aim of case study is to describe and support ideas or theories. Case study can be done by collecting data in real cases. Its case can be an individual, an institution or a community regarded a 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.

According to Yin (2009: 1), "Case study as well as other research strategies, is a way of empirical research on the 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 a 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.

## 2. Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner to learn setting the conditions for learning. While learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Teaching and learning in this study means giving students knowledge and skill to guide and facilitate knowledge or skill by study, experience, or instruction (Brown, 2000: 7).

## 3. Writing

According to Hammer (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 the ability to write effectively is seen as a key objective for learner. So, teaching and learning writing in this study means guiding and facilitating learning by modifying the teaching style, approaches, method, and classroom technique.

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

The organization of the study is presented in order to give the direction study organization. It is also meant to give description to the readers. The organization of the study of each chapter is as follows:

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the problem of the study, the aim of the study, the limitation 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 discusses about English language teaching and learning for junior high school students, teaching writing for Junior High School, and conceptual framework.

Chapter III is research methods. It discusses about the meaning of the research methodology, the strategy of the research, the data and the source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV is research findings and discussion. It discusses about analysis of the data and the discussion of the research findings.

Chapter V is conclusion and suggestion. It discusses about conclusion and suggestion.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter is about conclusion, and the suggestion of the research. The further explanation is as follows:

#### **A. Conclusion**

After the researcher analyzes the result of interview with the informants and observation of the teaching and learning writing to the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015, the researcher can get the information about the teaching English in that observed school.

Based on the analysis of teaching and learning writing in the eighth year students of SMP N 1 Jogonalan, the researcher concludes as follows:

1. The process of teaching and learning English writing in the eighth year students of SMP N 1 Jogonalan consist of: first, the process of teaching and learning English writing. This is consists of preparation such as lesson plan and material. Second, the teacher and students' activity in classroom such as: opening, main activity and closing. Third, the implementation of teaching media. In teaching media they use pictures. Fourth, assessment is done by the teacher based the minimal passing grade is 65. So, the students' mark is more than 65. Fifty, time allocation in processing of teaching and learning. It provides 2x40 minutes in a meeting and 7 meetings for a week.
2. The teacher got the problem of teaching and learning English writing in the eighth year students of SMP N 1 Jogonalan it is students were difficult to be

managed and the lack of time allocation for English lesson which provided by the government just 2x40 minute in meeting.

3. The effort of the teacher to reduce the obstacles in teaching and learning writing to the eighth year students of SMP N 1 Jogonalan is that the teacher gives evaluation in writing recount text started from the easiest one. The evaluations are started from arranging the jumbled words into a good sentence, then, making sentences based on the pictures, finally, making a free writing.

## **B. Suggestion**

Based on the result of the research on the observation of the process of teaching and learning writing to the eighth year students of SMP N 1 Jogonalan in academic year of 2014/2015, the researcher would like to propose suggestions for the students and English teacher.

1. For the students

For the students should take a part actively in the proses of teaching and learning in the classroom, for example the students do the exercises, answer when the teacher when the explanation of the teacher is not clear enough.

2. For the teacher

For the teacher, she should add the time allocation to teach the students in English subject, especially in writing skill and gives variation in teaching English so the students will be more interest in learning English.

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