

TEACHING AND LEARNING WRITING ON DESCRIPTIVE TEXT
(A Case Study on Ten Grade of Senior High 1 Luragung in Academic Year
2015/2016)

THESIS

Presented as Partial Fulfillment of the Requirement for the Magister Degree of
Language Education Programme



By

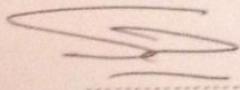
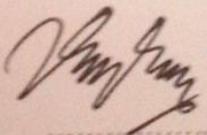
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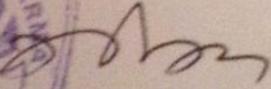
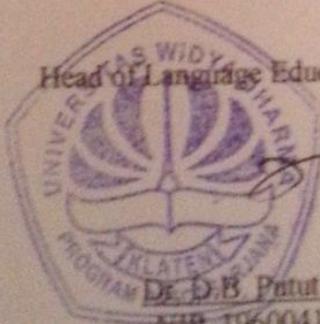
GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2016

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ON DESCRIPTIVE TEXT
(A Case Study on Ten Grade of Senior High 1 Luragung in Academic Year
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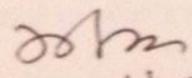
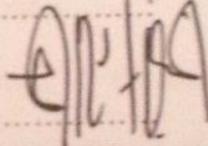
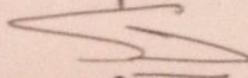
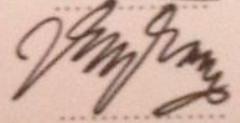
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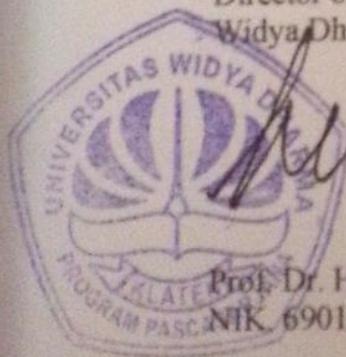
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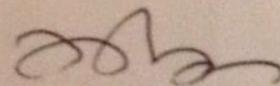
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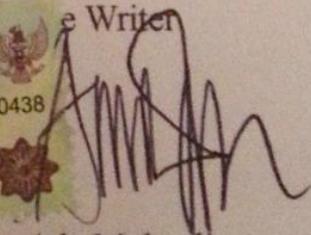
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MOTTO

1. Self confidence is the key of problem solving. (The writer)
2. Be your self if you want to face anything. (The writer)
3. It is your decisions not your conditions that truly shape the quality of your life (Antony Robins)
4. Do everything, so we can make possible for that impossible.
5. Save your money in any condition from now to your future. (The writer)

DEDICATION

To:

- 1.** Iroh Jaswirah S.Pd SD as my beloved mother
- 2.** Iwan Mulyawan S.Si M.Sc as my beloved big brother
- 3.** U. Wahyu as my beloved father
- 4.** Fajar Mulyana as my beloved little brother
- 5.** KunCirBegal group
- 6.** The Big Family of SMAN 1 Luragung

ACKNOWLEDGEMENT

First of all, the researcher would like to praise to God, the almighty for the blessing and mercy given to him in finishing this thesis. The thesis entitled **The Teaching and Learning Writing on Descriptive Text** (A Case Study on Ten Grade of Senior High 1 Luragung in Academic Year 2015/2016)

In doing in study, the researcher realizes that it is impossible to finish it without contribution, helps, suggestion, comment and revision from many people. So, in this chance the researcher would like to express her thanks and deep appreciate to:

1. Prof. Dr Triyono, M.Pd as Rector of Widya Dharma University Klaten who has given the facilities to conduct this research and to accomplish the study in Graduate Programme.
2. Prof. Dr Herman J. Waluyo M.Pd as a director of the Graduate Programme of Widya Dharma Klaten.
3. Dr. D.B. Putut Setyadi, M.Hum as Head of Language Education Study Programme of Widya Dharma Klaten.
4. Dr. Hersulastuti M.Hum as Secretary of Language Education Study Programme of Widya Dharma Klaten.
5. Dr. Sudaryanto as the first advisor, who has given direction, guidance, and help to finish this thesis.
6. Dr. Endang Ekojati S M.Hum as the second advisor, for her patience in giving me guidance, direction support and help to finish this thesis.

7. Drs. H. Beni Suprianto M.M.Pd, The head master of State Senior High School 1 Luragung, Kuningan who has given a chance to do research.
8. Fristiani Antari, S,Pd, the English teacher of grade X.3 of State Senior High School 1 Luragung, who has allowed the researcher to carry out the research in her class and has given some contribution for this research.

In writing this thesis, the researcher realizes that the thesis still is still far from being perfect, so, he needs advice, and positive critic from everyone.

Finally, the researcher would like to thank to everybody who want to read this manuscript which is hopefully useful for anyone concerned especially for the English teachers.

Klaten, Nov 4Th 2016

The Writer

Ade Mulyadi

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ABSTRACT

Ade Mulyadi, NIM 14PSC01616. *Teaching and Learning writing on Descriptive Text (A Case Study on Ten Grade of Senior High 1 Luragung in Academic Year 2015/2016)*. Thesis Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2016.

The research: 1) to know process teaching and learning writing on descriptive. 2) to know the reason why the teaching and learning process of English writing on descriptive conducted as it was observed.

The Underlying theories of the study are: 1) The Teaching and Learning of Language, 2) Teaching and Learning English in Senior High School, 3) The Kinds of Teaching and Learning Methods, 4) Writing Assessment: 5) Types of Scoring.

The research was in the form of a case study. The object of the research was the teaching and learning English writing at class X-3 of Senior High 1 Luragung in Academic Year 2015/2016. The main data were obtained from various resources as follows: 1) the teaching and learning process of English writing in descriptive text. In preparing the main data, seven steps are done. The steps are: (a) doing observation; (b) making transcription; (c) transferring data into multicolumn; (d) making data in the durative segments; (e) organizing data depending on the theme; (f) formulating data; (g) reducing data. The main data then analyzed using five steps: (a) analyzing; (b) interpreting; (c) summarizing; (d) concluding and implementing; and (e) recommending. 2) the informant are students and English teacher 3) Document; they were in the form of (a) syllabus and (b) lesson plan.

The conclusion of the research could be described as follows; 1) The teaching learning process of English writing ran well ,active and in general can achieve the learning objectives have been determined in the Lesson Plan. 2) The teaching learning process can be concluded was very good because of several reasons such as: (a) The teacher convey the material in delivering material of descriptive text, she uses Bahasa Indonesia and English as language instruction.. (b) The students pay attention and active in the teaching and learning process. They do the task individually and in groups. (c) The instructional media used in teaching and learning process conducted as seen during observation are whiteboard and the picture. (d) The method that uses Group discussion method, Communicative Language Teaching method, Demonstration method and Discussing Teaching method. Among the method were used, Communicative Language Teaching and Demonstration method dominant in teaching and learning activities. (e) The material: The material which has taught by the teacher includes the material of descriptive text. (f) The result of evaluation is good. Most of students can reach minimum Passing Score 75. Only 12 students or 36,3 % from 33 students who get score under the minimum passing score in multiple choice test and writing composition, only 11 students or 33.3% from 33 students who get score under the minimum passing score in writing composition.

The suggestions proposed by researcher are: 1) The teacher should develop and improve her ability especially grammar, her grammar still lack and failed, and creativity to apply more interesting methods and technique. The researcher saw when the teacher gave a lesson to the students, she just stood up front of class, it would be better if she walked around of students and see their work. And also the researcher wants to increase her technique of teaching to make the class more, interest, fun, and conducive. 2) The teacher should use various kinds of media that can give the student clearer to understand the materials and give the students various experiences from teaching and learning activities. The kind of instructional media can be used such as: (a) LCD, (b) Over Head Projector (OHP), (c) Board, (d) Language laboratory, (e) Cards, (f) Pictures.

Keywords: Teaching Learning, Writing Competence

ABSTRAK

Ade Mulyadi, NIM 14PSC01616. Belajar mengajar menulis Teks Deskriptif (Studi Kasus pada kelas sepuluh di SMA 1 Luragung Tahun Akademik 2015/2016). Skripsi Pendidikan Bahasa, Program Master, Universitas Widya Dharma Klaten 2016.

Penelitian ini bertujuan 1) untuk mengetahui proses belajar mengajar menulis teks deskriptif 2) untuk mengetahui mengapa proses belajar mengajar penulisan bahasa dilakukan seperti yang diamati.

Teori-teori yang mendasari penelitian ini adalah: 1) Pengajaran dan Pembelajaran Bahasa, 2) Mengajar dan Belajar Bahasa Inggris di SMA, 3) Jenis Mengajar Metode Belajar, 4) Penilaian Penulisan: 5) Jenis Scoring.

Penelitian itu dalam bentuk studi kasus. Objek penelitian adalah belajar mengajar menulis bahasa Inggris. Data utama diperoleh dari berbagai sumber sebagai berikut: 1) proses belajar mengajar penulisan bahasa Inggris dalam bentuk teks deskriptif. Dalam mempersiapkan data utama ada tujuh langkah yang harus dilakukan. Langkah-langkahnya adalah: (a) melakukan observasi; (b) membuat transkripsi ke dalam monocolum; (c) mentransfer data ke multicolumn; (d) membuat data dalam segmen berdurasi; (e) mengorganisasi data dan menentukan tema; (f) merumuskan data; (g) mengurangi data. Data utama kemudian dianalisis dengan menggunakan lima langkah: (a) menganalisis; (b) menginterpretasikan; (c) meringkas; (d) menyimpulkan dan menerapkan; dan (e) merekomendasikan. 2) informan adalah siswa dan guru bahasa Inggris. 3) Dokumen; dalam bentuk (a) silabus dan (b) RPP.

Kesimpulan dari penelitian ini dapat digambarkan sebagai berikut; 1) Proses belajar mengajar menulis bahasa Inggris berjalan baik, aktif dan secara umum dapat mencapai tujuan pembelajaran yang telah ditentukan dalam Rencana Pelajaran. 2) Proses belajar mengajar dapat disimpulkan sangat baik karena beberapa alasan seperti: (a) Guru menyampaikan materi teks deskriptif, ia menggunakan Bahasa Indonesia dan Bahasa Inggris sebagai intruksi pada siswa. (b) Para siswa memperhatikan dan aktif dalam proses belajar mengajar. Mereka melakukan tugas secara individu dan dalam kelompok. (c) Media pembelajaran yang digunakan dalam proses belajar mengajar proses penulisan bahasa dilakukan seperti yang terlihat selama pengamatan adalah papan tulis dan gambar. (d) Metode yang menggunakan metode Diskusi kelompok, metode Pengajaran Bahasa Komunikatif, metode Demonstrasi dan Membahas metode pengajaran. Di antara metode yang digunakan, Komunikatif Pengajaran Bahasa dan metode Demonstrasi dominan dalam kegiatan belajar mengajar ini. (e) Bahan yang telah diajarkan oleh guru meliputi bahan teks deskriptif. (f) Hasil evaluasi yang baik. Sebagian besar siswa dapat mencapai Passing minimum Skor 75. Hanya 12 siswa atau 36,3% dari 33 siswa yang mendapatkan skor di bawah nilai kelulusan minimal di tes pilihan ganda dan komposisi menulis, hanya 11 siswa atau 33,3% dari 33 siswa yang mendapatkan nilai di bawah nilai kelulusan minimal dalam menulis komposisi

Saran yang diajukan oleh peneliti adalah: 1) Guru harus mengembangkan dan meningkatkan kemampuannya terutama tata bahasa, tata bahasa nya masih kurang dan gagal, dan mempunyai kreativitas untuk menerapkan metode yang lebih menarik dan teknik. Peneliti melihat ketika guru memberikan pelajaran kepada siswa, dia hanya berdiri di depan kelas, akan lebih baik jika dia berjalan ke sekeliling siswa dan melihat pekerjaan mereka. Dan juga peneliti ingin meningkatkan teknik nya mengajar untuk membuat kelas lebih, menyenangkan, dan kondusif. 2) Guru harus menggunakan berbagai macam media yang dapat memberikan siswa lebih jelas untuk memahami materi dan memberikan siswa berbagai pengalaman dari kegiatan belajar mengajar. Jenis media pembelajaran dapat digunakan seperti: (a) LCD, (b) Over Head Projector (OHP), (c) Dewan, (d) laboratorium Bahasa, (e) Kartu, (f) Gambar.

Keywords: Teaching Learning, Writing Competence

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a communication tool to make interaction among people. Language also has important function for human. Language is a part of communication which is divided into first language, national language, and foreign language. In Indonesia, English as a foreign language becomes very important as a means of communication to make a relation between Indonesia and the other countries in the world. Because of them, English has important role in the society whether in national scope or international scope. So that English has to be learned in formal school from elementary level up to university level.

English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language viewed from the system of structure, pronunciation, and vocabulary. Teaching English in senior high school as a continuation of teaching English in junior high school which were learning to understand and introduction of learning English. In teaching English there are four skills, they are: listening, speaking, reading, and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling, and pronunciation that are also taught in English teaching and learning process. Writing skill has some components such as: content, form, grammar, and style. Seeing from those components, writing process needs a special skill for success in applying and

combining of those components in order to make a good writing. Writing skill need practices, it doesn't come suddenly without regular practice. In modern life, writing skill is needed as well as speaking skill. Teaching writing is a difficult thing to do and it has less paid attention by the teacher because it needs a certain method and technique to do. Beside that, the way of correction in writing needs a tenacity, patience, and correctness of the teacher. This is caused by the differences of the students' writing. The other problem is the teacher does not have a good technique which is used as an orientation for teaching writing. The teacher usually just focuses in teaching reading and grammar, because they think that the component of writing is included in it. The use of media such as picture is one way to make easy in teaching learning English. It makes the student interested in learning English and makes it easier to learn English.

Writing is considered by language learner as the most difficult skill since it requires a lot of lexical a syntactic knowledge as well as principles of organization. The difficult is not only due to the need generate and organize ideas using an appropriate choice of vocabulary, sentences and paragraph organization but also necessity to turn such ideas into a readable text (Barli, 1995:76)

The purpose of this research, the researcher hopes that the students are able to master of vocabulary, grammar or makes the students having high motivation in learning English. He wants the teachers have the strategies to overcome problem of students when teaching and learning process in the classroom.

Based on the interviewed with the English teacher Fristiany Antari S.Pd as the English teacher of grade X in SMAN 1 Luragung on Wednesday January 27, 2016. The first problem, the students are still passive in teaching

learning process in the class. It means that in the class is still dominated by the teacher, it needs approach centered with the students. The second problem, the students still low motivation in teaching learning English especially on writing descriptive text because the students can't arrange sentence by sentence to make a good paragraph on describe something. The third problem, the students still low in grammar mastery and vocabulary, the last the students still have problems in writing skill on deceptive text, their score mostly are less than the (KKM: 75)

The researcher also interviewed some students about what the problems that the students have in teaching and learning process, it is conducted after interviewing with the teacher. The first problem, in the class is not supported by the media, it means through instructional without media makes some students almost don't understand when the teacher giving the materials just by talking in the class, the media is the most important things to support and helping the students in teaching and learning process in the class. The second problem is the teacher seldom gives a task, the teacher just discusses materials in the LKS, the students just remember the answer but not the way to do, so in the interview, and the students want getting explanation material clearly to make them more understand about the material that they get from the teacher.

The reason of the researcher conducted this research, the first because syllabus and program planning were discussing about descriptive text in that semester, it is also support the researcher to conduct the research because the researcher also interested in method of descriptive text. One of the kinds of writing texts which is still difficult to be mastered by the students is descriptive text, especially for the second semester of Grade X in State Senior High School 1

Luragung. The students think that writing a descriptive text is still difficult, because in descriptive text the students need to describe about something in near their life. The second reason, the researcher wants to know how the teaching learning process of English in Senior High School 1 Luragung. The third reason, what the method the teacher applies in teaching and learning activity. The fourth reason, what the media that uses in teaching learning process and the last what the problems occur during the teaching and learning process. Based on five reasons mentioned earlier, the researcher intends to conduct the research entitled **Teaching and Learning writing on Descriptive Text (A Case Study on Ten Grade of Senior High 1 Luragung in Academic Year 2015/2016)**

B. The Identification of the Problems

Based on the background of the problem above, the writer proposes the statements of the problem. The main problems which discussed in the research can be identified as follow:

1. The teachers still used Teacher-Centered Approach. It means that the teaching and learning process in the class still dominated by the teacher.
2. Most of the students have difficulties in combining word into sentence and arranging sentence into good paragraph.
3. The instructional media which is used by the teacher is less varied.
4. The teacher seldom gives writing task.
5. The students still have problem in vocabulary and grammar mastery.
6. The students still have problems in writing skill on deceptive text shows by their score mostly are less than the KKM.

C. The Limitation of the Problems

Then it is impossible for the researcher to find out the solving of all the problems above. So the researcher needs to focus on main problem, the writer limits the problems of the study as follows;

1. The teaching and learning process because it is still dominated by the teacher. The teacher still uses Teacher-Centered Approach.
2. The students still have problems in writing skill on deceptive text shows by their score mostly are less than the KKM.

The researcher chooses those problems because they relate to the research's topic and the researcher wants to know the teaching learning process in writing skill on descriptive text that causes based of teacher's interview, the students' score mostly are less than the KKM.

D. The Statement of the Problems

Based on the background and the limitation of the problem above, the researcher proposes the statement of the problems as follows:

1. How is the process of teaching and learning writing on descriptive text in Grade X of Senior High School 1 Luragung in Academic year 2015/2016?
2. Why is the teaching and learning process of English writing in Grade X of Senior High School 1 Luragung in Academic 2015/2016 conducted as it was observed?

E. The Objective of Research

Based on statements of the problems proposed, the objective of the researches as follows:

1. To know process teaching and learning writing on descriptive text in Grade X of Senior High School 1 Luragung in Academic year 2015/2016.
2. To know the reason why the teaching and learning process of English writing in Grade X of Senior High School 1 Luragung in Academic 2015/2016 conducted as it was observed.

F. The Benefits of the Research

The researcher is reported that this research gives some benefits to the teacher and other researchers in general:

a) For the Teachers

The teachers can be more competent in mastering material especially teaching and learning of descriptive text, they make good preparation using variety strategies in teaching and manage classroom, and also to encourage the teachers to develop their creativity to improve teaching and learning process.

b) For the other Researchers

The other researchers know some ways to solve problems in teaching learning process from this research and they are able to continue this research with the other genre text using variation strategies to be better research.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

A. Conclusions

Based on the findings summarized in chapter IV C, can concluded that:

1. The teaching learning process of English writing at Grade X-3 of state Senior High School 1 Luragung in the Academic Year of 2015/2016 ran well, active and in general can achieve the learning objectives determined in the Lesson Plan.

2. The teaching learning process can be concluded was very good because of several reasons as below.

a. The teacher conveys the material in delivering material of descriptive text, she uses Bahasa Indonesia and English as language instruction. It seems effective, with the prove that students can understand the material is given and can communicative effectively, the teacher does evaluation in form multiple choice and writing composition test.

b. The students pay attention and active in the teaching and learning process. They do the task individually and in groups.

c. The instructional media uses in teaching and learning process of English writing at grade X-3 of senior high school 1 Luragung, Kuningan in Academic Year 2015-2016 conduct as seen during observation are whiteboard and the picture.

d. The method that uses Group discussion method, Communicative Language Teaching method, Demonstration method and Discussing Teaching method. Among the method were used, Communicative Language Teaching and Demonstration method dominant in teaching and learning activities.

e. The material which has taught by the teacher includes the material of descriptive text.

f. The result of evaluation is good. Most of students can reach minimum Passing Score 75. Only 12 students or 36,3 % from 33 students who get score under the minimum passing score in multiple choice test and writing composition, only 11 students or 33.3% from 33 students who get score under the minimum passing score in writing composition.

B. Implications

The conclusions that the researcher has explained have some important implication as follows;

1. Teacher uses group discussion method, communicative language teaching method, demonstration method and discussing teaching method in the class increases the ability of students and getting spirit following in teaching and learning process, these methods making students more active, more interest and more focus catching the material from every teacher's explanation.

2. The teaching learning process using picture and whiteboard. These media are very useful and helpful for the students to catch the materials easier and give them some new experiences in teaching and learning process. For example

when all students in the class look and focus to the picture as a media, they image that picture and describe it easier in heir note.

3. The teacher uses English and Indonesia as language to convey the material making students more understand and following any instructions from the teacher, and then students get more experience about every vocabulary that teacher says with pronunciation, they also can add many vocabularies collection in their memory.

C. Recommendations

Based on conclusion of the research result, there are some recommendations that the researcher can purpose as follows:

1. The teacher should develop and improve her ability especially grammar, her grammar is still poor, and the creativity to apply more interesting methods and technique. The researcher sees when the teacher give a lesson to the students, she just stand in front of class, it would be better if she walks around of students and see their work. And also the researcher wants to increase her technique of teaching to make the class more, interest, fun, and conducive.

2. The teacher has to use various kinds of media that can give the student clearer to understand the materials and give the students various experiences from teaching and learning activities. The kind of instructional media can be used such as: (a) LCD, (b) Over Head Projector (OHP), (c) Board, (d) Language laboratory, (e) Cards, (f) Pictures.

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