

**THE TEACHING AND LEARNING OF WRITING  
IN RECOUNT TEXT**

(A Case Study at the Eight Grade of State Junior High School 1 Sindangagung  
Kuningan in the Academic Year 2015/2016)

**THESIS**

Submitted as Partial Fulfillment of the Requirements for Getting Magister Degree  
in Language Education Programme



**By**

**Endang Sudarto**

**NIM 14PSC01609**

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**WIDYA DHARMA UNIVERSITY KLATEN**

**2016**

**APPROVAL**  
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By

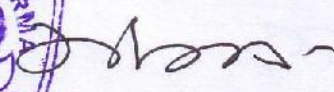
Endang Sudarto

NIM 14PSC01609

Approved by

Name		Signature	Date
Advisor 1	Dr. Sudaryanto NIK 6912002258		18/11/2016
Advisor 2	Dr. Hersulastuti, M.Hum. NIP 196504211987032002		18/11/2016

The Head of Language Education  
Study Programme

  
Putut Setiyadi, M.Hum.  
NIP 196004121989011001

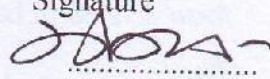
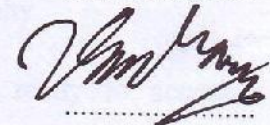

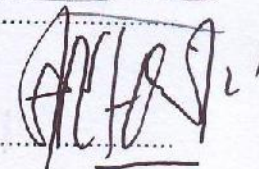
**ACCEPTANCE**  
**THE TEACHING AND LEARNING OF WRITING**  
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By  
**Endang Sudarto**  
**NIM 14PSC01609**

The Thesis was Accepted by Board of Examiners of the Graduate Programme of  
the Language Education Programme Widya Dharma University Klaten  
On November 25<sup>th</sup>2016

Boards of the Examiners

	Name	Signature
Chairman	Dr. D.B. Putut Setiyadi, M.Hum. NIP 196004121989011001	
Secretary	Dr. Endang Eko DjatiS., M.Hum. NIK 690886103	
First Examiner	Dr. Sudaryanto NIK 691200258	
Second Examiner,	Dr. Hersulastuti, M.Hum. NIP 196504211987032002	

Accepted by

Director of Graduate Programme

Head of Language Education

Widya Dharma University Klaten

Study Programme



Prof. Dr. Herman J. Waluyo, M.Pd.  
NIP 19690115345

Dr. D.B. Putut Setiyadi, M.Hum.  
NIP 196004121989011001

## PRONOUNCEMENT

The undersigned's:

Name : Endang Sudarto

Student Number : 14PSC01609

Study Programme : Language Education of Graduate Programme

This is to certify that I myself write this thesis entitled "**THE TEACHING AND LEARNING OF WRITING IN RECOUNT TEXT.**" (A Case Study at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016)

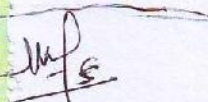
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Kuningan, November 18<sup>th</sup> 2016



The researcher,

  
Endang Sudarto

## **DEDICATION**

To Sri Wahyuni, my wife, for her love, support, and encouragement throughout the thesis process. To my wonderful children, Dicky Abdillah, Dyska CS, and Dyfna RR, who assisted my efforts whenever I needed their support. To all the best of my family, especially my older brothers and sisters, who have always encouraged me academically.

Finally, I thank God for allowing me the opportunity to achieve my life-long dream--to achieve a magister in language educational. Without Him, this thesis would not have been possible.

## **MOTTO**

**DO NOT CAUSE INFIDELITY POVERTY AND WEALTH DO NOT  
LEAD TO ARROGANCE**

**JANGANLAH KEMISKINANMU MENYEBABKAN KEKUFURAN  
DAN JANGANLAH KEKAYAANMU MENYEBABKAN  
KESOMBONGAN**

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Kuningan, November 18<sup>th</sup>, 2016

The researcher



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## ABSTRACT

Endang Sudarto. NIM 14PSC01609. The Teaching and Learning of Writing in Recount Text (A Case Study at Grade VIII C of State Junior High School 1 Sindangagung Kuningan in the Academic Year of 2015/2016). Thesis. Language Education Programme, Graduate Programme, Widya Dharma University Klaten, 2016.

The objectives of this research are: 1) To know how the teaching and learning process of writing conducted as it was observed; 2) To know the reason why the teaching learning process conducted as it was observed.

The underlying theories are :Teaching and Learning English at Junior High School, writing and teaching writing, and the principles and strategy of teaching writing skill and Genre or kinds of text.

The technique of collecting data are interview, observation, and documentation. The researcher used classroom observation and making transcription of monocolumn and transferring data into the multicolumn.

The results as follows: 1. The teacher made an apperception the students. She tried to make the classroom activity more active in learning activity. She applied the “Questioning strategy” to know the students’ comprehension. She used *bahasa* Indonesia in explaining the material. She made a conclusion with the students in the end of the lesson. She gave the students home work. 2. The students paid attention to the teacher. They responded to the teacher questions. They did the task given by the teacher. They made an important note of the materials. 3. The methods was explanation, demonstration and giving model. She used modeling of text to lead the students in writing a recount text. She used “question and answer strategy” in the teaching and learning. She applied product approach in teaching and checked the students’ final product. 4. The Media which used was a white board. 5. Material which discussed an appropriate material as stated in lesson plan.

The conclusion as follows: 1. The teaching and learning is success, ran well and in general can achieve the instructional objectives have been determined in the Lesson Plan. 2. It was good because of several reasons such as: The teacher implemented the stages of teaching learning that planned on Lesson Plan by applying several methods. The students gave attention and involved in the learning process actively. The methods also variously. The materials could be delivered well. The media used to make students enjoy and understand the materials. The evaluation was writing assessment by scoring rubric.

The logical or potential consequences that could arise, as follows: the first, it is possible for teacher to develop the methods and strategies to learn better; the second, the students’ writing skill is possible to be increased; the third, the students are able to think critically and more responsible in doing the writing ; the fourth, the evaluation by using scoring rubric of writing are able to increase the students competition.

Key words: Teaching, Learning, Writing, Recount Text

## ABSTRAK

Endang Sudarto. NIM 14PSC01609. Proses Belajar Mengajar Menulis Teks Recount (Studi Kasus di kelas VIII C dari SMP Negeri 1 Sindangagung Kuningan di Tahun Akademik 2015/2016). Tesis. Program Pendidikan Bahasa, Program Pascasarjana, Universitas Widya Dharma Klaten 2016.

Tujuan dari penelitian ini adalah: 1) Untuk mengetahui bagaimana proses belajar mengajar menulis seperti yang diamati; 2) Untuk mengetahui alasan mengapa proses belajar mengajar dilakukan seperti yang diamati.

Teori yang mendasari penelitian ini adalah: Belajar Mengajar Bahasa Inggris di SMP, menulis dan mengajar menulis, dan prinsip-prinsip dan strategi keterampilan menulis dan jenis teks.

Teknik pengumpulan data yang digunakan yaitu wawancara, observasi, dan dokumentasi. Untuk mengumpulkan data, peneliti menggunakan observasi kelas dan membuat transkripsi monocolumn dan mentransfer data ke multicolumn.

Hasil penelitiannya sebagai berikut: 1. Guru membuat apersepsi. Guru mencoba untuk membuat aktivitas kelas lebih aktif pembelajaran dan menerapkan "strategi bertanya". Dia menggunakan bahasa Indonesia dalam menjelaskan materi. Dia membuat kesimpulan dengan siswa. Dia juga memberi pekerjaan rumah. 2. Siswa memperhatikan guru mereka juga menanggapi pertanyaan guru. Mereka mengerjakan tugas yang diberikan oleh guru dan membuat catatan penting. 3. Guru memberi penjelasan, demonstrasi dan pemodelan dia memberikan contoh teks dan menggunakan "strategi tanya jawab". Dia menerapkan pendekatan produk dan memeriksa hasil akhir siswa. 4. Media yang digunakan yaitu papan tulis. 5. Bahan ajar sesuai dengan yang tercantum dalam rencana pelajaran.

Kesimpulan : 1. proses pembelajaran berlangsung baik. 2. Beberapa alasan seperti: Guru menerapkan tahapan pembelajaran yang sesuai dan beberapa metode. Siswa memberi perhatian dan terlibat dalam proses pembelajaran. Guru menciptakan proses pembelajaran yang bermakna. Bahan ajar bisa disampaikan dengan baik. Media yang digunakan membuat siswa menikmati proses pembelajaran. Evaluasi yang dilakukan memuat penilaian dengan rubrik penilaian. Beberapa konsekuensi logis yang bisa timbul, sebagai berikut: pertama, hal ini dimungkinkan bagi guru untuk mengembangkan metode dan strategi pembelajaran yang lebih baik; kedua, keterampilan menulis siswa dapat ditingkatkan; ketiga, para siswa dapat berpikir kritis dan lebih bertanggung jawab dalam melakukan evaluasi; keempat, evaluasi dengan menggunakan rubrik penilaian memberi kesempatan untuk bersaing dalam pembelajaran.

Kata kunci: Mengajar, Belajar, Menulis, Teks Rikon

# CHAPTER I

## INTRODUCTION

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

According to Wells in Depdiknas (2006:277), there are four literacy levels, namely *performative*, *functional*, *informational*, and *epistemic*. Based on the literacy levels above, the junior high school graduates are expected to reach functional literacy level in the sense that they are able to participate in daily 'survival' communications, such as conducting transactional conversations, simple monologues, read manuals, popular science, and write short functional texts (i.e. greeting cards, notices, announcements) and basic texts such as conducting transactional conversations, simple monologues, read manuals, popular science, and write short functional texts (i.e. greeting cards, notices, announcements) and basic texts such as recount, procedure, narrative, descriptive, and report. The goal is to make students literate in English. A literate person is one who can participate in English society through oral and written communication. It means that the person is able to participate in discourses that exist in the society, and this also means that the person is able to have a communicative competence.

For the junior high school students they are expected to be able to create many kinds of functional text and basic texts such as recount, procedure, narrative, descriptive, and report. The text created should consist of grammatical sentences, acceptable expressions and culturally acceptable in the English culture. Related to learning English, there are four language skills including listening, speaking, reading, and writing which should be mastered by language learners. Writing is placed on the



last among the four skills. The stage of the skill shows that students have to be familiar with the first three skills before having the writing skill. Celce Murcia et al (2000: 161) state that writing requires a higher level of productive language control than the other skills. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Based on the interview with the English teacher and learners of grade VIII on Monday January 25, 2016 dealing with the teaching and learning process and learners' point of view of English writing, the researcher concluded that the learning process is still dominated by the teacher, the learners do not understand the sentence pattern, and the steps of writing. So, the students' test result in writing Recount text is under the minimum standard (KKM). Writing activity is considered by language learners as the most difficult skill since it requires a lot of lexical and syntactic knowledge as well as principles of organizations. The difficulty is not only due to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also the necessity to turn such ideas into a readable text ( Barli, 1995: 76). Moreover, writing clear sentences requires someone to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and punctuation. There are some reasons why writing skill is regarded as a difficult thing for most students. The tasks of writing will become more difficult when they have to write in a foreign language, like English. Another reason lies mostly on the requirement to combine words into sentences and sentences into paragraphs in well-organized compositions. In addition, the teaching approach applied by the teacher in the classroom also plays an important role to the

success of teaching and learning activity. The English teacher tends to implement the teacher centred approach instead of student centred approach. The teaching and learning activity is still dominated by the teacher so the students become passive. The typical instructions applied in teaching writing is the teacher gives a writing task in a certain topic and the students must complete the task individually within a certain time. The lack of instructional media also makes the teaching and learning activity is not successful.

SMP N 1 Sindangagung is one of the Junior High School in Sindangagung subdistrict. Based on the data from the staff about the list of students who continue their study into higher level in the Academic Year 2014/2015, only 60% of students continued their study to higher education level. The reasons why the researcher choose this school as the place for conducting the research are' (1) there are problems in teaching and learning of English writing at SMPN 1 Sindangagung; (2) the English achievement in the national examination is still unsatisfying compared to the Junior High Schools in Kuningan District. This encourages the researcher to do more for the students so they can get better English achievement.

The problems experienced by most students in creating appropriate writing text have encouraged the researcher's interest to conduct the research. The researcher wants to know deeply how the teaching and learning process of English especially on the aspect of writing at the State Junior High School 1 Sindangagung. What methods does the English teacher apply in the teaching and learning activity? How is the implementation of such methods? Are there any instructional media used by the teacher in conducting the lesson? If there are some media, how is the implementation

of such media? What problems do the teacher and the students have during the teaching and learning activity especially on the writing skill? What cases occur during the teaching and learning process of writing? Why do the cases occur during the teaching and learning process? Based on some consideration mentioned earlier, the researcher intends to conduct the research entitled **“THE TEACHING AND LEARNING OF WRITING IN RECOUNT TEXT”**.(A Case Study at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016)

### **B. Identification of the Problems**

Based on the background of the study mentioned earlier, the researcher can identify some problems as follows.

1. The teaching and learning process is still dominated by the teacher and the teaching approach tends to be a Teacher-Centred rather than Student Centred.
2. The teacher’s lack of giving the students opportunity to work in a group.
3. Most students have difficulty in arranging and writing words into sentences and sentences into paragraph.
4. The limitation of teacher in using instructional media.
5. The limitation of teacher in applying the methods of teaching to develop the students creativity.
6. Many students have low motivation to continue their study to the higher education.

### **C. Limitation of the Problems**

Considering of the faced problems, in order to focus the research on the main problem, the researcher limits the problem of the study as follows.

1. Most students have difficulty in arranging and writing words into sentences and sentences into paragraph of recount text.
2. The limitation of teacher in using instructional media.
3. The limitation of teacher in applying the methods of teaching to develop the students creativity.

### **D. Problem Statements**

Based on limitations of the problems above, the researcher writes the statement of the problems in the form of questions as follows.

1. How is the teaching and learning process of English writing at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016 conducted as it is observed?
2. Why is the teaching and learning process of English writing at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016 conducted as it is observed?

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

Based on the problems formulation stated earlier, the objectives of the research are :

1. To describe the teaching and learning process of English writing at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016.

2. To reveal the reason why the teaching and learning process of English writing at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016 conducted as it is observed.

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

The benefit of the study are as follows :

1. For the teachers; a. It encourages the teachers to develop their creativity to improve teaching learning process. b. It stimulates the teachers to find a new strategy which is appropriate for teaching writing. c. It improves the teachers capability in applying media to conduct teaching learning activity appropriately.

2. For the school; a. The result of the study can give valuable input about the factual condition of the teaching and learning process especially writing skill at the Eight Grade of State Junior High School 1 Sindangagung Kuningan in the Academic Year 2015/2016. b. The result of the study, hopefully, is able to improve the quality of the teaching and learning process and the qualified teaching and learning process be able to improve the students English competence.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

#### A. Conclusions

To answer the problem statements on Chapter 1 based on the researcher's observation can be concluded that :

1. The teaching and learning of English Writing at VIIC of State Junior High School 1 Sindangagung, Kuningan in the Academic Year 2015/2016 is success, ran well and in general can achieve the learning objectives have been determined in the Lesson Plan.

2. The teaching learning process is good because of several reasons such as:

The teacher implemented the stages of teaching learning that planned on Lesson Plan by applying several methods. Generally the students gave attention and involved in the learning process actively. The method used by teacher variously to create the meaningful teaching learning process. The materials could be delivered well as stated in the Lesson Plan. The media used by the teacher to make students enjoy the process and easily to understand the materials. The evaluation that conducted was writing assessment by scoring rubric of writing recount text.

#### B. Implications

Based on the above conclusions, the researcher makes some logical or potential consequences that could arise, as follows: the first, is possible for teacher to develop the methods and strategies to learn better in different materials; the second, the students' writing skill is possible to increase based on the strategy used by the

teacher; the third, the students are able to think critically and more responsible in doing the writing evaluation; the fourth, the evaluation by using scoring rubric of writing are able to increase the students' competition.

### **C. Recommendations**

Based on the conclusions, there are some recommendations that can be proposed by the researcher as follows :

1. For the teachers in schools that have the same problem of students' writing skill, the teaching and learning process conducted by the teacher can be an alternative in the learning process. Teachers must increase their ability and skill in using strategies, methods, and media to deliver the materials.

2. For the policy makers, the results of this research can be a valuable input to encourage the policy to improve teachers' competence, ability, and professionalism related to the teaching and learning process, and to motivate the policy to give more change to the students to develop their writing ability.

3. For the other relevant researchers, the results of this research can give a valuable input as a reference to conduct similar research better.

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