

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

S1 THESIS

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



By:

NAME : SRI WENINGSIH

STUDENT NUMBER : 1111202674

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY KLATEN

2015

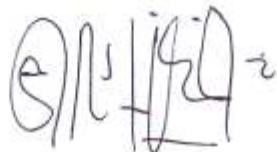
APPROVAL

**A CASE STUDY OF TEACHING AND LEARNING ENGLISH WRITING
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NAME : SRI WENINGSIH
NO : 1111202674

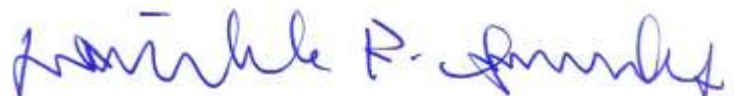
This thesis has been approved by:

First Consultant



Dr. Hj. Hersulastuti, M. Hum.
NIP. 19650421 198703 2 002

Second Consultant



Didik Rinan Sumekto S.Pd, M.Pd.
NIK. 690 909 302

RATIFICATION

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

NAME : SRI WENINGSIH

STUDENT NUMBER : 1111202674

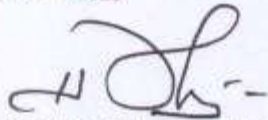
This thesis has been ratified by the Board of Examiners of The Teacher Training and
Education Faculty of Widya Dharma University on:

Day : Saturday

Date : October, 10th 2015

Board of Examiners:

Chairman



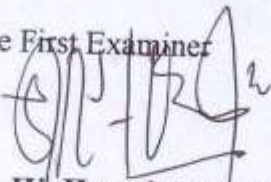
Drs. H. Udivono, M.Pd
NIP. 19541124 198212 1 001

Secretary



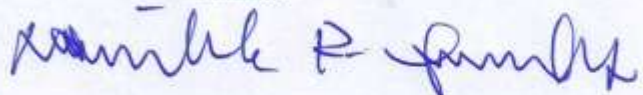
Ana Setvandari, S.Pd., M.Pd.
NIK. 690 112 325

The First Examiner



Dr. Hj. Hersulastuti, M.Hum.
NIP. 19650421 198703 2 002


The Second Examiner



DidikRinanSumekto, S.Pd., M.Pd.
NIK. 690 909 302

Ratified by:

Dean of Teacher Training and Education faculty



Drs. H. Udivono, M. Pd
NIP. 19541124 198212 1 001

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A Case Study on Teaching and Learning English Writing of the Eighth Year Students of SMP N 1 Gantiwarno Klaten in academic year of 2014/2015.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

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

Klaten, September 2015



Sri Weningsih

Student No. 111202674

PRESENTATION

This thesis is presented to:

1. My beloved parents, and my brother thanks for your prayer and supports and I love you so much.
2. My classmates of class B of English Education Study Program 2011. Thank you for your kindness.
3. Beloved friends, who always take care of me and give much new spirit and new life to finish this thesis Kak Dhini, Ria, Jatu, Hana, Risma , Dyas, Yaya, Nita, Nina, Anis and Hana A.

MOTTO

1. *Maka sesungguhnya bersama kesulitan ada kemudahan, sesungguhnya bersama kesulitan ada kemudahan.*

(QS. Al-Insyirah: 5-6)

2. Surely, after difficulty there is easy. So when you are free, work diligently. And turn to your lord with all your love.

(QS. Al Insyiroh: 6-8)

3. Allah will raise those of you who believe and those who have knowledge in position. Allah is aware of what you do.

(QS. Al Mujaadilah: 11)

4. Live as if you were to die tomorrow, Learn as if you were to live forever.

(Mohandas K. Gandhi)

5. Where there is a will there is a way.

(English Proverb)

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6. Dra. Ifti Haniek, M.Pd., as the Headmaster of SMP N 1 Gantiwarno.
7. Endang Sundari, S.Pd., as the English teacher of SMP N 1 Gantiwarno.
8. The students of eighth year of SMP N 1 Gantiwarno.

Hopefully this thesis will be useful for the improvement of teaching English.

Klaten, September 2015

Sri Weningsih

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LIST OF ABBREVIATION

1. Doc. : Document
2. FN. : Field Note
3. Itv. : Interview
4. LP. : Lesson Plan
5. Obs. : Observation

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ABSTRACT

SRI WENINGSIH. Student Number. 1111202674. English Education Study Program. Teacher Training and Education Faculty. Widya Dharma University Klaten 2015. Undergraduate Thesis: **A Case Study on Teaching and Learning English Writing of The Eighth Year Students of SMP N 1 Gantiwarno Klaten in Academic Year of 2014/2015.**

This study was intended to answer the question which becomes problem of the study. “How is the process on teaching and learning writing of the eighth year students of SMP N 1 Gantiwarno Klaten in Academic Year of 2014/2015?” the aims of the study was to describe the process of teaching and learning writing in the eighth year students of SMP N 1 Gantiwarno Klaten and to find out and to describe on the problem idea in the eighth year students of SMP N 1 Gantiwarno Klaten in Academic Year of 2014/2015.

This study was included the strategy used is qualitative therefore, into case study. The data of this research was the result of observation interview and document which is collected by the techniques of observation, interview and documentation. Then the data was analyzed by flow model.

After analyzing the data of the research, the reseacher can concluded the process of teaching and learning English writing in the eighth year students of SMP N 1 Gantiwarno Klaten consist of first, the preparation such as lesson plan, material and source of learning, second, the teacher and students’ activity in classroom such as opening, main activity, and closing, third, the implementtion of teaching method. The teacher used Presentation, Practice, Production, fourth, the evaluation of teaching and learning writing. The teacher gave the assignment and homework for the students.

Key words: *Case Study, Teaching and Learning, Writing Skill.*

CHAPTER I

INTRODUCTION

A. THE BACKGROUND OF THE STUDY

Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently (Brown, 2000: 5). According to Ramelan (1992: 10), language is a system of speech sounds. Without language, human cannot interact to each other. People use language to communicate with another to express their feeling, opinions, ideas, desire and get more information which they need whenever and wherever they meet. One of the languages that allow people to communicate with people from another country is English. So, it is important to be learnt. It means that language is a means of communication which takes an important role in human life. It is needed by human being. It is used in the process of communication among them. By using the language, people can understand what the other wants. People use the language not only to express what they want but also to express their ideas.

Learning a second language is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting (Brown, 2000: 1). It means that learning a second language takes a long time and would be complicated because it is influenced by the

language that is commonly used before. Learning a second language is a way to acquire the ability to use the new language. So, people can interact using the language they have learned with the people around them or even with the native speakers.

The objective of teaching and learning English as a foreign language in junior high school is stated in *Peraturan Mendiknas No 22 tahun 2006* stating 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 to each other.

Teaching and learning English in Junior High School needs an instructional system or curriculum. It means that teaching and learning can not be separated from curriculum which instructs the teaching and learning process run well. Curriculum is an important cast to get a successful teaching and learning process. Talking about curriculum means talking about material of education those education materials can be found in curriculum.

Nowdays, the curriculum which is implemented in Junior High School is *School-Based Curriculum (SBC)*. SBC is an operational curriculum made and done by each school (Muslich, 2007: 17). SBC consists of education aim, curriculum structure, education calendar, syllabus and lesson plan (Muslich, 2007: 29). From the statements above, SBC is a government policy about the regulation in education which consists of education aim, curriculum structure, education calendar, syllabus, and lesson plan.

Harsyaf, Nurmaini and Ismi (2009: 3) state that as one of the four language skills, writing is one important skill that must be learnt. 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 (e.g. grammar and vocabulary).

The explanation above is quite relevant with the statement given by Harmer (1998) in Harsyaf, Nurmaini and Ismi (2009: 4) stating that the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most important, writing as a skill in its own right. Besides that, the most important reason for learning writing is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letter and how to put written reports together. They need to know some of writing's special convention such as punctuation, paragraph construction, etc just as the need to know how to pronounce spoken English appropriately (Harsyaf, Nurmaini and Ismi, 2009: 4).

It could be said that writing skill is an important language skill because it is productive skill that shows how skillful the students are in writing and discovers the talented students in this field (Harsyaf, Nurmaini and Ismi, 2009: 4). In addition, writing is a way that a student can express his ideas or thoughts on the paper.

Based on the explanation above, teaching and learning activities in English class for junior high school cover four skills (listening, speaking, reading, and writing). All those skills cannot be separated as they complete each

other. As one of four language skills, writing is important skill that must be learned. Because 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 idea (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.

Related to the explanation above, teacher and methods also give significant contribution to students' involvement in teaching and learning process. According to Richards (2005: 99), teachers are the key factor in the successful implementation of curriculum changes. Within schools, teachers also have many different kinds of responsibilities. Some teachers have mentoring or leadership roles within their schools and assist in orienting new teachers to the school or leading groups of teachers in materials development and other activities. While according to Brown (2000: 171), a method is a generalized, prescribed set of classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

In teaching and learning writing, the teacher's role is to guide students through the writing process, avoiding an emphasis on form to help them develop strategies for generating, drafting, and refining ideas. This is achieved through setting pre-writing activities to generate ideas about content and structure, encouraging brainstorming and outlining, requiring multiple drafts, giving extensive feedback, seeking text level revisions, facilitating peer responses, and delaying surface corrections until the final editing (Raimes, 1992 in Hyland, 2003: 12). So, teacher's role in classroom influences student's achievement in teaching and learning writing.

Based on the reason above, the researcher would like to describe the process of teaching and learning writing of the eighth year students of SMP N 1 Gantiwarno in Academic year of 2014/2015. The researcher would like to describe from the preparation until the evaluation. The title of this research is "A Case Study on Teaching and Learning English Writing in the Eighth Year Students of SMP N 1 Gantiwarno in Academic year of 2014/2015".

B. THE REASON FOR CHOOSING THE TOPIC

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

1. The objective of teaching and learning English both orally and written statement in Junior High School is that the students have capability to master four language skills, they are listening, speaking, reading and writing. It can be supported by using good atmosphere and method of teaching and learning process.

2. Writing is an important skill that must be learnt because it is a basic language skill. Writing is an activity that supports the students to express their ideas in the form of written text. The students can organize their ideas using appropriate paragraph structure, if they understand about grammar and vocabulary well. So, it must be given special attention by having a good technique in writing, in order the students are able to write correctly.

C. THE LIMITATION OF THE STUDY

The researcher wants to limit the study. The limitation of the study is as follows:

1. The process of teaching and learning writing to the eighth year students of SMP Negeri 1 Gantiwarno in Academic Year of 2014/2015.
2. The obstacles found by English teacher in teaching and learning writing to the eighth year students of SMP Negeri 1 Gantiwarno in Academic Year of 2014/2015.

D. THE PROBLEM OF THE STUDY

The researcher would like to present the problem on the case study in teaching writing to the eighth SMP Negeri 1 Gantiwarno Klaten in academic year of 2014/2015. In the research, the researcher wants to formulate the problem of the study as follows:

1. How is the process of teaching and learning writing in the eighth year students of SMP Negeri 1 Gantiwarno?

2. What are the barriers faced by the teacher and students in conducting teaching and learning?

E. THE AIM OF THE STUDY

There are two aims of the study in the following:

1. To find out and describe about process of teaching and learning writing of the eighth year students of SMP Negeri 1 Gantiwarno klaten in academic year of 2014/2015.
2. To investigate and describe the barriers faced by the teacher and students in conducting teaching and learning writing to the eighth year students of SMP Negeri 1 Gantiwarno Klaten in academic year of 2014/2015.

F. THE USE OF THE STUDY

By understanding the research findings the use of this study can be stated as follows:

1. 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 result of the study is expected to give positive contribution to the teacher in enriching the knowledge of the teaching writing, such as describing approach how teachers acquire their knowledge of the language and makes statements about the condition, which will promote successful language learning to the eighth year students of SMP N 1 Gantiwarno Klaten in academic year of 2014/2015.

G. THE CLARIFICATION ON THE KEY TERM

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

A. Case Study

According to Yin (2009: 1) case study means one of the research methods related with the social sciences. Case study, as well as other research strategies, is a way of empirical research on 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 as 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.

B. Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction (Brown, 2007: 7). Learning is a change in performance as a result of practice (Sardiman, 2007: 20). According to Sardiman (2007: 20) learning is to observe, to read, to imitate, to try something, to listen, to follow direction.

C. Writing

Writing is central to our personal experience and social identities, and we are often evaluated by our control of it (Hyland, 2002: 1). According Nunan (2003: 88) writing is the mental work of inventing ideas, thinking

about how to express them, and organizing them into statements and paragraph that will be clear to reader.

H. THE ORGANIZATION OF THE STUDY

In order to give the thesis arrangement to the readers, the researcher presents the organization of the study as follows:

Chapter I deals with introduction consisting 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 theories underlying of the study consisting the theory of the meaning of writing, the importance of writing, and teaching and learning writing.

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

Chapter IV deals with the research finding consisting of analysis of the data and the discussion of the findings.

Chapter V deals with conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher discussed about the conclusion and the suggestion of teaching and learning writing of the eighth year students of SMP N 1 Gantiwarno Klaten. The further explanation is as follows.

A. Conclusion

After the researcher analyzed the result of observation, interview with the informants, and saw document of teaching and learning writing of the eighth year students of SMP Negeri 1 Gantiwarno Klaten in the Academic Year of 2014/2015, the researcher got the information about the teaching and learning writing.

Based on the analyzed of the process of teaching and learning writing of the eighth year students of SMP Negeri 1 Gantiwarno Klaten, the researcher tries to answer the problem statement: “How is the process of teaching and learning writing in the eighth year students of SMP Negeri 1 Gantiwarno?”. The process of teaching and learning English of the eighth year students of SMP Negeri 1 Gantiwarno Klaten as follows: 1) Preparation: the teacher prepared the lesson plan is arranged based on syllabus. She used it as guidance in teaching. She also prepared the material before teaching the students. The material is taken from English textbook “English in Focus” and “student worksheet *Smart Bahasa Inggris VIII*”; 2) the teacher and the students’ activities in classroom: in teaching and learning activity in classroom there were opening, main and closing activity. The teacher opened the lesson by greeting the students ask their presence. She

also asks about the homework. In main activity the teacher follows the three phrase method activities Presentation, Practice and Production (PPP), Question and Answering and Grouping. In the closing activities the teacher gave the students homework. After that, the students pray together then she greets the students while walking out the classroom; 3) teaching method explanation: the teacher used three phrase method. Three phrase method involves Presentation, Practice and Production (PPP), Question and Answering and Grouping; 4) evaluation: the teacher gave the students to answer the question based on the text.

B. Suggestion

Based on the result of the research of teaching and learning of writing of the eighth year students of SMP N 1 Gantiwarno Klaten in the Academic Year of 2014/2015, the researcher would like to present some suggestion, as follows:

1. The teacher should always motivate for the students to improve their ability in writing English text. The teacher can also used media to teach in order the students are more interested in learning English.
2. They should be more active and study regularly and practicing their four language skills, especially in writing. They must pay attention on the lesson that they have to control themselves not to keep talking during the lesson. The students should take a part in the process of teaching and learning in the classroom, for example the students do the exercise, answer the question and give opinion.

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