

**A DESCRIPTIVE STUDY ON THE SEVENTH-YEAR-STUDENTS' WRITING
MASTERY OF SMPN 2 WEDI IN THE ACADEMIC YEAR OF 2014/2015**

S1- Thesis

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



BY

NAME : TIA AWIDYA

STUDENT NUMBER : 1111202653

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA UNIVERSITY

KLATEN

2015

APPROVAL

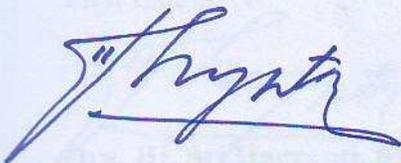
A DESCRIPTIVE STUDY ON THE SEVENTH-YEAR-STUDENTS'
WRITING MASTERY OF SMPN 2 WEDI IN THE ACADEMIC YEAR
2014/2015

NAME : TIA AWIDYA

NO : 1111202653

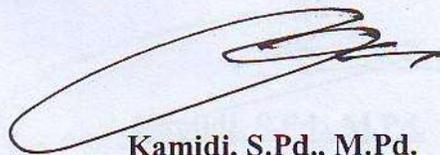
This Thesis has been approved by the consultants to be examined before the Board
of examiners.

First Consultant,



Dra. Hj. Sri Haryanti, M.Hum.
NIP. 19610619 198703 2 001

Second Consultant,



Kamidi, S.Pd., M.Pd.

RATIFICATION

A DESCRIPTIVE STUDY ON THE SEVENTH-YEAR-STUDENTS' WRITING MASTERY OF SMPN 2 WEDI IN THE ACADEMIC YEAR OF 2014/2015

Name : Tia Awidya

Student Number : 1111202653

This thesis has been ratified by the Board of Examiners of the Teacher Training and Education Faculty. It is accepted as a partial fulfillment for undergraduate degree of education in English Education Study Program of Widya Dharma University Klaten on:

Day : Friday

Date : 24 April 2015

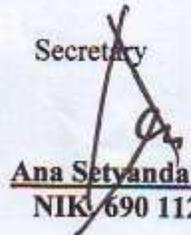
Board of Examiners:

Chairman



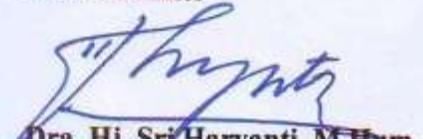
Drs. H. Suhud Eko Yuwono, M.Hum.
NIK.691 092 128

Secretary



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

First Examiner



Dra. Hj. Sri Haryanti, M.Hum.
NIP. 19610619 198703 2 001

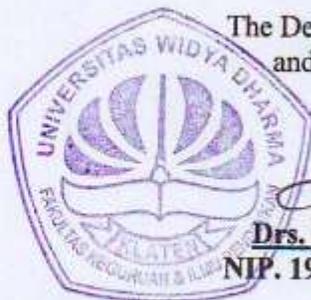
Second Examiner



Kamidi, S.Pd., M.Pd.

Ratified by:

The Dean of Teacher Training
and Education Faculty



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

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A DESCRIPTIVE STUDY ON THE SEVENTH-YEAR-STUDENTS’ WRITING MASTERY OF SMPN 2 WEDI IN THE ACADEMIC YEAR OF 2014/2015”**.

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

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

Klaten, March 2015



Tia Awidya
1111202653

MOTTO

- ❖ “Sungguh, bersama kesukaran itu pasti ada kemudahan”.
(*QS Asy Syarh: 5*)
- ❖ Kebiasaan itu belum tentu baik dan yang baik itu harus dibiasakan.
(Ferry A.P)
- ❖ It isn't enough to talk about peace, one must believe in it and it isn't enough to believe in it one must work at it.
(The Writer)

PRESENTATION

This thesis is presented to:

- My beloved Father Jemi Purwanto and my beloved Mother Bini Astuti, thanks for giving support or deep affection. I love you all so much.
- My beloved Sister Karunia Adinda, thanks for giving big spirit for me.
- My best friends who have given me some help, love and support; Megawati, Ferry, Satini, Ririn, Prasasti, Lusitania, and classmates of class A. “Thank you guys, I love you all”.

ACKNOWLEDGEMENT

First of all, the writer would like to thank to Allah SWT who gives strength and bless to her to finish this thesis as a partial fulfillment of requirement for Undergraduate Degree of Education in English Education Study Program.

The researcher realizes that this thesis cannot be finished without other peoples' help. In this opportunity, she would like to express the deep appreciation to:

1. Prof. Dr. H. Triyono, M.Pd., the Rector of Widya Dharma University.
2. Drs. H. Udiyono, M.Pd., the Dean of Teacher Training and Education Faculty.
3. Dra. Hj. Sri Haryanti, M. Hum., the Head of English Education Study Program and the first consultant for giving suggestion and correction in writing this thesis and guiding her patiently and sincerely in finishing the thesis.
4. Kamidi, S.Pd. M.Pd., the second consultant, who has given the guidance, suggestion, correction, advice, information, and motivation during writing and finishing this thesis.
5. Agnez Martini, S.Pd, M.Pd., the headmaster of SMP N 2 Wedi who has given the permission to do the research.
6. The English teacher and the seventh grade students of SMP N 2 Wedi in academic Year 2014/2015 who have participated enthusiastically during the teaching and learning process for their help in this research.

She realizes that this thesis is far from being perfect. Therefore, she would accept correction, suggestion, and critics from the readers to make this research perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, March 2015

Tia Awidya
1111202653

TABLE OF CONTENTS

TITLE OF THE THESIS	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT'	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT.....	vii
TABLE CONTENTS.....	ix
ABSTRACT.....	xi
 CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. The Reason for Choosing the Topic	4
C. The Limitation of the Study.....	4
D. The Problem of the Study	5
E. The Aim of the Study	5
F. The Use of the Study	5
G. The Clarification of the Key Terms.....	5
H. The Organization of the Study.....	6
 CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Meaning of Writing.....	8
B. The Types of Writing	12
C. The Approach of Writing.....	15

D. The Skills of Writing	18
E. The Importance of Writing	21
F. The Teaching of Writing	22

CHAPTER III RESEARCH METHODOLOGY

A. The Meaning of Research Method	27
B. The Subject of the Study	27
C. The Technique of Collecting Data	29
D. Technique of Analyzing the Data	37

CHAPTER IV THE RESULT OF THE STUDY

A. The Presenting of the Data	39
B. The Analyzing Data	43

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	45
B. Suggestion	45

BIBLIOGRAPHY

APPENDIX

ABSTRACT

TIA AWIDYA, 1111202653. English Education Study Program. Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2115. Undergraduate Thesis: *A DESCRIPTIVE STUDY ON THE SEVENTH-YEAR-STUDENTS' WRITING MASTERY OF SMPN 2 WEDI IN THE ACADEMIC YEAR OF 2014/2015.*

This research is mainly aimed to describe the students' writing mastery in using contextual approach of the seventh year students of SMPN 2 Wedi in academic year 2014/2015. The problem of this thesis is "How is the writing mastery of the seventh year students of SMPN 2 Wedi in the academic year of 2014/2015?"

In getting the data, the researcher gives a test that consists of one items in the form of writing text. The researcher takes the seventh year students of SMPN 2 Wedi in academic year 2014/2015 as the population. The number of it is 272 students consisting of 8 classes. Therefore, she takes 17.65% from them that is 48 students as the sample. In analyzing the data, the researcher uses the frequency distribution. It is intended to know the students' mastery of the test on the variable.

After analyzing the data, the researcher can find that the students who get A mark are 28 students or 58.33%, B mark are 14 students or 29.16%, and C mark are 6 students or 12.50% and there no one who gets poor and fail mark. The total score of the student's mastery is 3790 for 48 students. The mean score is 78.96 and it is categorized into B category. It is a fact that the problem above can be answered. Finally the researcher draws the conclusion that the mastery of writing of the seventh year students of SMPN 2 Wedi in academic year 2014/2015 is B.

CHAPTER I
INTRODUCTION

This section provides basic formulations for conducting a research. There are eight major sections formulated in this chapter. They are 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.

A. The Background Of The Study

Humans cannot live alone, and need other people in their life. In the society they need language. It is a tool to help people make communications to each other. Language is very important for human being because it is used by the people to communicate their ideas among them. Language plays an important role in their lives. According to Hornby Language is the system of sounds and words used by humans to express their thoughts and feelings (1995: 662). So from this definition language can make people easier to do socialization and to get in touch each other.

Sometimes human needs to communicate with other people in different places, so there are many ways to do communication. Language is used in not only speaking but also writing. According to Tarigan (2008: 3), writing is a language skill that is used to communicate indirectly, not face to face talks, and it is productive and expressive activity.

This activity can make the students produce a text, letter, and story or research report. They can also express their idea, their own desires or their feeling. If we have communication or express our idea by writing, it means that we cannot look the context clearly like the face expression, the situation of speaker and hearer, so we must use good and acceptable language, and use rules of language.

Especially in English language, English language has many rules, such as it has many kinds of structure used in different situation and it has many kinds of vocabulary concerning with noun, verb, adverb, adjective. So we cannot use them because we like but because they are right. Actually English language in Indonesia is a foreign language, therefore it is usual if students get difficulties in using English because it is different from mother tongue. The differences of English and Indonesian language are in vocabulary, culture, grammar, phonology, etc. So, the students need effort to study English more and more. The first step to study English is mastering the four language skills. They are listening, speaking, reading and writing. Listening and reading includes the receptive skill. Speaking and writing are the productive skill.

There are many advantages that the students can get from studying writing. According to Celce-Murcia (2001:207) in writing a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Such communication is extremely important in the modern world, which the interaction takes the form of either traditional paper-and-pencil writing or the most technologically advanced electronic mail. Writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study. Such an approach places value on the goal of writing as well as on the perceived reader audience. Writing lesson in Junior High School covers descriptive, recount, narrative, report, and procedure text. In this research, the focus is on descriptive writing.

The writing materials of the seventh year students are descriptive, recount, narrative, report and procedure text. The writer chooses descriptive writing because descriptive writing is very much needed to give a clear description about something.

According to Nurmaini *et al* (2009: 13) a descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sounds, etc. We use descriptions to say something or somebody looks like. A description is a picture painted with words. We can describe a person, animals, plants, places, thought or feelings.

Based on the explanation above, it is hoped that the study of writing will have some importance to the readers, teachers, and students. In this case, the writer predicts some importance of the research, it can reduce the students' difficulties in learning writing, it can increase the teacher's view in managing teaching and learning process, and it is important for the readers who want to solve their problem about writing.

Permendikbud (2013 : 221) states that *Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional menyebutkan bahwa kurikulum adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu. Berdasarkan pengertian tersebut, ada dua dimensi kurikulum, yang pertama adalah rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran, sedangkan yang kedua adalah cara yang digunakan untuk kegiatan pembelajaran. Kurikulum 2013 yang diberlakukan mulai tahun ajaran 2013/2014 memenuhi kedua dimensi tersebut.*

From the explanation above, teaching and learning activity should use applicable curriculum, therefore all schools have the same goal, learning material and method. The aim of curriculum is to make all schools have the same quality, not only school quality but also student quality. The aims of 2013 curriculum itself is to prepare Indonesian peoples who have ability to live as individuals and citizens who are devout, productive, creative, innovative, affectionate and contributory to society, nation, state, and world civilization (*Permendikbud,2013 : 221*).

Based on the explanation above, researcher chooses seventh grade as research subject because in 2013 curriculum students should be more active than those in the last

curriculum, teacher is as a guide in 2013 curriculum, but in the other side teachers that teach in seventh grade should change the students' habit in elementary school because they are unfamiliar with self learning, therefore the researcher wants to know the result of studying writing at seventh grade, because English writing in junior high school is to help students be more ready and confident in learning English at the higher levels.

There are many junior high schools in Klaten which have different quality, this difference can be because every school has different facility, although every school has the same material and uses the same curriculum. Because of this phenomenon the researcher would like to do research in SMP 2 Wedi as one Junior High School in Klaten which has applied Curriculum 2013 in teaching and learning English, especially to the seventh and the eighth year students. From the explanation above, the writer is interested in carrying out the study entitled: A Descriptive Study on the Mastery of Writing of the Seventh Year Students of SMP N 2 WediKlaten in Academic Year of 2014/2015.

B. The Reason for Choosing the Topic

The reason for choosing the topic can be stated as follows:

1. Writing is part of the subject material which must be learnt because it is very important for students in order to be able to write well.
2. The writer is interested in this topic because by mastering writing, students will be more ready and confident in learning English at the higher levels.

C. The Limitation of the Study

In order to focus the topic that is discussed in this study the researcher limits the discussion as follows:

1. The study is limited to know the difficulties faced by the Seventh year student of SMP N 2 Wedi Klaten in academic year 2014/2015.
2. The study is limited on the correct grammar, vocabulary, diction, frequent capitalization, punctuation and meaning in the sentence.

D. The Problem of the Study

Based on the background of the study, the writer would like present the problem that can be formulated into following question: “How is the mastery of writing of the seventh year students of SMP N 2 Wedi Klaten in academic year 2014/2015?”

E. The Aim of the Study

The aim of the study is to describe the mastery of writing of the seventh years students of SMP N 2 Wedi in Academic Year 2014/2015.

F. The Use of the Study

The researcher has the use of the study that can be classified into:

A. Theoretical

The use of the study can enrich the teaching and learning writing.

B. Practical

The uses of the study are as follows:

- a. It can increase the repertoire of teaching writing.
- b. It can be used to develop the quality of teaching writing.

G. The Clarification of the Key Terms

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

1. Descriptive Study

According to Hadi (2000: 3) descriptive study is a study which only describes the subject without taking general conclusion. While according to Sugiyono (2013: 283) *deskripsi teori adalah, teori-teori yang relevan yang dapat digunakan untuk menjelaskan tentang variabel yang akan diteliti, serta sebagai dasar untuk memberi jawaban sementara terhadap rumusan masalah yang disajikan, dan penyusunan instrumen penelitian.*

In this study, descriptive study of writing of the seventh year students of SMP Negeri 2 Wedi Klaten in 2014 means study to describe the students' mastery of the seventh year students of SMP N 2 Wedi Klaten in Academic Year of 2014/2015.

2. Mastery

According to Hornby (1995: 721), the word mastery means complete knowledge. In this study mastery means students' knowledge in making a text concerning with describing something.

3. Writing

Nunan (2003: 88) states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear. It's purpose is both to express and impress. Writers typically serve two masters themselves and their own desires to express an idea or feeling and a readers are called the audience who need to have ideas expressed in certain ways.

According to Harmer (2004: 12) writing process is a way of looking at what people do when they compose written text. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing (shopping lists, letters, essays, reports, or novel), and the medium it is written in (pen and paper, computer word files, etc).

Based on the definition of Nunan and Harmer, writing in this study means making a certain text using right generic structure and the right vocabulary, and writing is one way to express human idea through the written words of English with the rules.

H. The Organization of the Study

To give clear understanding of this thesis, the writer has appointed the organization of the thesis. The thesis consists of five chapters.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms and the organization of the study.

Chapter II is review of related literature. This chapter discusses teaching English in Junior High School, the writing process, and the kinds of writing text.

Chapter III is research method . It deals with the meaning of the research method, the subject of the research, the technique of collecting the data and the technique of analyzing the data.

Chapter IV is the result of the study. It consists of data analysis and the discussion of the finding.

Chapter V is conclusion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the data which were obtained from the research, the researcher would like to conclude the result research. The main aim in this study is to describe the mastery of writing of seventh year student of SMP N 2 Wedi Klaten in academic year 2014/ 2015.

In this chapter the researcher wants to give answer about that main problem that is “How is the mastery of writing of seventh year student of SMP N 2 Wedi Klaten in academic year 2014/ 2015?”

Based on the previous computation, there are 28 students get A mark, it means that the percentage 58.33%; 14 students get B mark, it means that the percentage 29.16 %; 6 students get C mark it means that the percentage 12.50 %. The total score of students’ mastery is 3790 for 48 students. The mean score is 78.96 and it is categorized into B category. So it can be concluding that the mastery of writing of seventh year student of SMP N 2 Wedi Klaten in academic year 2014/ 2015 is **B**.

B. Suggestion

Based on the conclusion the researcher will like to give suggestion to teachers and students.

1. Teacher

By understanding the result of the study, the English teacher can revise her technique of teaching and give more exercises to the students

concerning with the teaching and learning writing skill. She must make variations in teaching writing in order the students will be more interested in it. The teacher must help them by facilitating the access to resource of study and giving the appropriate material like identifying the generic structure, spelling, the sequence sentence, words, and main idea in order the students can write correctly and get the good score.

2. Students

They have to be more active in learning writing, pay much more attention to the teacher, and always practice writing at school and at home. Be more diligent and active in classroom, if the students do not understand yet, they ask to the teacher. By memorizing many words and means every day, it can improve their capability in learning writing.

BIBLIOGRAPHY

- Brown, H. Douglass & Theodore S. Rodgers. 2000. *Principles of Language Learning and Teaching*.- 4th ed. San Francisco. San Francisco State University.
- Celce-Murcia, Marianne. 2001. *Teaching English as a Second or Foreign Language*. Boston: Heinle & Heinle Thomson Learning Inc.
- Harmer, Jeremy. 1998. *How to Teach English*. London: Longman London Publisher.
- _____. 2004. *How to Teach Writing*. London: Longman London Publisher.
- Nurmaini, Harsyaf. M, Izmi Zakhman. 2009. *Teaching Writing*. Jakarta: Ministry of National Education.
- Hornby, A.S. 1995. *OxfordAdvanced Learner's Dictionary Current English*. Oxford: Oxford University Press.
- Nunan, David. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press..
- Pardiyono. 2006. *12 Writing Clause for Better Writing Competence*. Yogyakarta: Andi Yogyakarta.
- Slavin, Robert. 1990. *Cooperative learning : Theory, research, and practice*. Englewood Cliffs, NJ: Prentice Hall
- Richards, J. C. and Rodgers, T. S. 2000. *Approaches and Methods in Language Teaching*. Beijing: Foreign Language Teaching and Research Press.