

**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE
SEVENTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN
ACADEMIC YEAR 2016/2017**

S1 - THESIS

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



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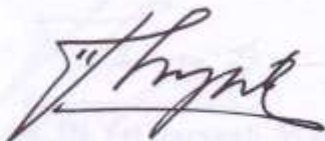
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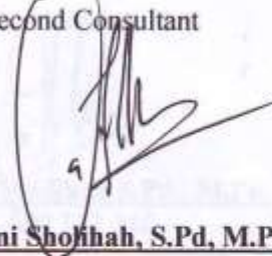
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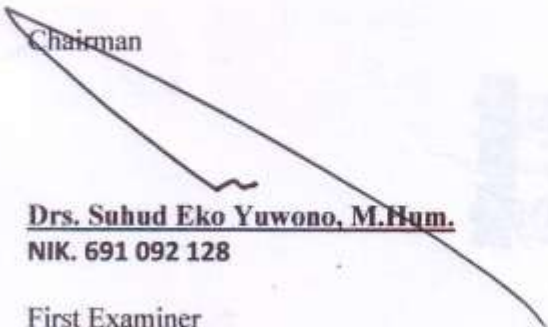
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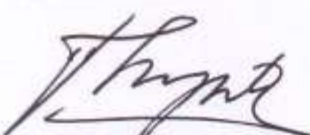
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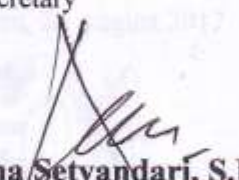
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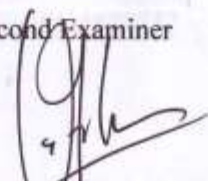
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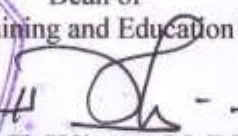

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE SEVENTH YEAR STUDENTS OF SMP N 3 BAYAT KLATEN IN ACADEMIC YEAR 2016/2017**”.

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

Klaten, 24 August 2017



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MOTTO

- ❖ *Today must be better than yesterday (The Writer)*
- ❖ *Success is not the key to happiness. Happiness is the key to success. If you love what are you doing, you will be successful. (Herman Cain)*
- ❖ *If better is possible, then good is just not enough. (Harvey Mackey)*
- ❖ *Sebuah impian hanyalah sebuah impian. Sebuah tujuan adalah sebuah impian yang disertai rencana dan batas waktu. (Harvey Mackey)*

PRESENTATION

This thesis is dedicated to:

1. The Lord who always keeps and blesses me until now.
2. My beloved parents (Supono & Kurniati) who always give me everything.
3. My beloved brother (Tino Suharjo.) who always gives me spirit and motivation.
4. My beloved person, thanks for giving support, pray, and love.
5. My beloved friends Arir Mustofa, Tofan Sahendra, Diah and Susan who always accompany and support me every time.
6. Dra. Hj. Sri Haryanti, M.Hum. and Umi Sholihah, S. Pd, M.Pd. Thank you for your patience, kindness in guiding me to finish this thesis.
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8. All of my friends in Widya Dharma University who help me in finishing my thesis, thank you all.

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6. The seventh year students of SMP N 3 Bayat Klaten in the academic year of 2016/2017 who were willing to be observed and giving some helps on collecting the data.

Finally, the writer realizes that this thesis is far from being perfect because has limited knowledge and experience. Therefore, all suggestion and criticism from all sides for the sake of perfecting the subject matter will be most welcome and received with gratitude. The writer expects that this thesis can be useful. It also gives the support for language teaching and learning.

Klaten, 29 August 2017

The Writer

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ABSTRACT

ENGGAR SARWITO, NO. 1011202614, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, 2017. Thesis: *A Descriptive Study on the Mastery of Writing of the Seventh Year Students of SMP N 3 Bayat Klaten in Academic Year 2016/2017.*

This research is mainly aimed to describe the students' mastery in writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2016/2017. The problem of this study is "How is the writing mastery of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2016/2017?"

The subject of the study is the seventh year students of SMP N 3 Bayat Klaten in academic year 2016/2017. The number of population is 192 students that are divided into six classes. In this study, the writer takes 30 students as the sample. The writer uses proportional random sampling. In getting the data, the writer give a test to the student, the writer analyzes the data by using statistical method. It is implemented in the form of mean and table. The table is used as the bases to make the description of the data. Then, the result of the data on students' mastery is categorized into the quantitative and qualitative category.

The result of the study shows that the mean is 77.6. It is a fact that the problem of the study above can be answered. Finally, the writer draws the conclusion that the mastery writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year 2016/2017 is good.

Keywords: *Descriptive Study, Students' Mastery, Writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is means of communication, which is used by every single person to communicate with the other people. Moreover, language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances (Richards and Schmidt, 2010: 283). Therefore, by using language we do not only express our ideas but also give information to the other people. Without language, it is hard to understand what the other people say. Therefore, language is very important because it is used every day in our activity.

There are many kinds of language in the world because every country has its own national language. English is one kinds of language in the world. It is also an international language since it plays a very important role in the fields of international relations, science, technology, and culture. Many countries use English as a daily language for their communication. This condition also causes Indonesia to choose English as one subject of the first foreign language. That is why, English is taught to the students in all grades of Indonesia's education. They are four purposes that students have to acquire the working knowledge. They include listening, speaking, reading, and writing.

Writing as one kind of skills has been taught in junior high school. In fact, most of the students feel difficult in writing. It happened because English has different rules with native language. In addition, students also have difficulties in

transferring rules with native language (*bahasa Indonesia*) into the target language (English).

The various types of texts that are learned by the students of junior High School are interpersonal text and transactional text. Teaching English has four purposes. There are four purposes that the students have to acquire the working knowledge. They are listening, speaking, reading, and writing. As one of them, writing has occupied the most places in English language skills. In this study, the writer wants to describe about writing skill.

According to Hyland (2002:1), the main activities of writing class involves conceptualizing, planning, and delivering courses. Hyland (2002:3) states that learning to write in a foreign or second language mainly involves linguistic knowledge and the vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Writing becomes an important language skill because it is productive skill that shows how skillful the students in writing are and discovers the talented students in this field (Harsyaf, et al, 2009: 4). Writing is important since the process of writing can be explained through cognitive theory. First, writing creates knowledge by encouraging the writer to structure thinking. Second, any written materials can be reviewed and compared with other texts or thought. Third, some types of writing required the writers to make relationships among ideas, so when they read a text they may shape how the knowledge is represented and related the information to their perspective.

The goal of English teaching and learning process in junior high school especially in the seventh year students is to help the students be more ready and

confident in learning English at the higher levels. It also makes the students to apply the language in real life.

The content standard covers materials and competence level to achieve graduate competence at certain type and level of education. The process standard at all educational units is done interactively, inspiringly, fun, challengingly to motivate students to participate actively and to give them an adequate space for their initiative, creativity, and independency which is suitable with their talent, interest, as well as physical and psychological development. That is why, the teaching and learning process applies syllabus and lesson plan which has at least the objectives, materials, methods, learning sources, and assessment.

The application of content standard in English subject for Junior High School is regulated on *Peraturan Menteri Pendidikan dan Kebudayaan Nomor. 64 Tahun 2013*. It is said that the content standard for Elementary School until Senior High School which is called as the content standard includes the minimum material and the grade of minimum competency standard to achieve the minimum graduation competency in the grade and kind of the certain education. The teaching and learning English for Junior High School consists of listening, speaking, reading, and writing.

Based on explanation above the researcher is interested in conducting a research on teaching and learning English in SMP N 3 Bayat Klaten. Therefore, this research is entitled “A Descriptive Study on the Mastery of Writing of the Seventh Year Students of SMP N 3 Bayat Klaten in Academic Year 2016/2017”.

B. The Reason For Choosing the Topic

In this study, the writer chooses the topic for the following reasons.

1. Writing skill is one of the four language skills that must be learned by the students. By having a good skill in writing, students will be able to express their idea.
2. Writing in the junior high school is necessary because this program is to help students be more ready and confident in learning English at the higher levels. So, it must be given a special attention by having a good technique in teaching English in order to get easy to understand English.

C. The Limitation of the Study

The writer wants to limit the study only on the mastery of writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year of 2016/2017.

D. The Problem of the Study

The writer presents the problem of the study as follows “How is writing mastery of the seventh year students of SMP N 3 Bayat Klaten in the academic year of 2016/ 2017? ”

E. The Aim of the Study

Based on the problem of the study above, the study aims to describe the students’ mastery in writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year of 2016/2017.

F. The Use of the Study

After understanding the result of the research, the writer hopes that this study will be useful theoretically and practically. They are as follow.

1. Theoretical use

The result of the study can be used to enrich the repertoire of teaching and learning English. For the reader and education stakeholders, it can be useful to reduce the obstacle in teaching and learning process in the future. For writer, it can be useful to learn how to be a good teacher through what should do in the future.

2. Practical use

The study can be used to develop the quality of teaching and learning writing. It can also increase the teachers' motivation and spirit in teaching writing.

G. The Clarification of the Key Term

To clarify the meaning of the title, the writer would like to describe the key terms as follows.

1. Descriptive Study

According to Hadi (2015: 3), the descriptive study is study which only describes the condition of an object or it is even without taking general conclusion. In this study it means a study to describe the students' mastery in writing of the seventh year students of SMP N 3 Bayat Klaten in the academic year of 2016/ 2017.

2. Mastery

According to Hornby (1987:523), mastery means complete control or knowledge. In this study, mastery means the students' knowledge on writing descriptive text.

3. Writing

According to Nunan (2003: 88), writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader. In this study, writing is the students' work of conveying personal experience, social identities, ideas and organizing them into statements and paragraphs in the written form of the seventh year students of SMP N 3 Bayat Klaten in academic year 2016/2017.

H. The Organization of the Study

In order to give a brief description and understanding appropriately to the readers, the researcher presents the organization of the study as follows.

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 the theories underlying the study. It consists of the meaning of writing, the function and purpose of writing, the writing process, and teaching writing.

Chapter III is the method of the study. It consists of 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 presenting the data, and analyzing the data.

Chapter V is conclusion and suggestion. Conclusion is the summary of the study. Suggestion provides some suggestions to the English teacher and the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After finding and discussing the data in the previous chapters, the writer would like to conclude the result of the study. The main problem in this study is “How is the writing mastery of the seventh year students of SMP N 3 Bayat Klaten in Academic Year 2016/2017”. Based on the previous computation, the students who get very good mark are 16 students or 53.3%. The students who get good mark are 10 students or 33.3%. The students who get fair mark are 4 students or 13.3%. There is no one who gets poor and fail mark. The total mark of the students’ mastery is 2330. The mean mark is 77.6. It is categorized into good. So the writer concludes that the students’ writing mastery of the eleventh year students of SMP N 3 Bayat Klaten in academic year 2016/2017 is good.

B. Suggestion

After doing analysis and drawing the conclusion, the writer would like to give some suggestions to the English teacher and the students. They can be presented as follow.

1. English Teacher

- a. English teachers should introduce and explain kinds of writing in more detail because some students skill face difficulties in writing especially in sentence structure.

- b. English teachers should be more creative and innovative in using some techniques in teaching writing for the students to avoid boredom.
 - c. To empower the students' writing competence, So teaching writing will be more meaningful for developing their ability in writing.
2. For the Students
- a. The students must be active in learning English. If they do not understand about material of English especially writing, they need not be shy to ask the teachers.
 - b. The students should realize that writing is one of the language skills that is very important to be applied in daily life because expressing the ideas through writing bring a lot of benefits for the writers and the readers.
 - c. The students should do more exercise concerning with writing mastery. They should do more exercise of writing any sentence.

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