

**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING  
NARRATIVE OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 1  
GABUS GROBOGAN IN THE ACADEMIC YEAR 2016 / 2017**

S-1 Thesis

This Thesis is Presented as a partial fulfilment of the Requirements for  
Accomplishing Undergraduate Degree in English Education Study Program.



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2017**

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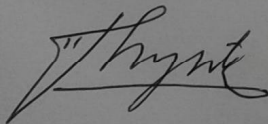
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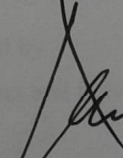
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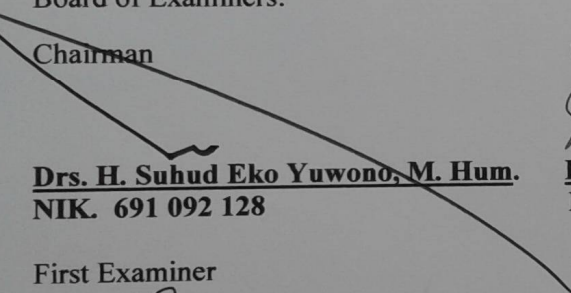
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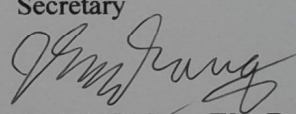
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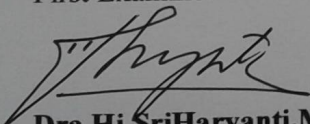
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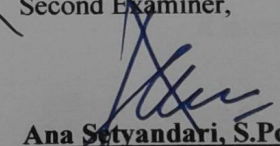
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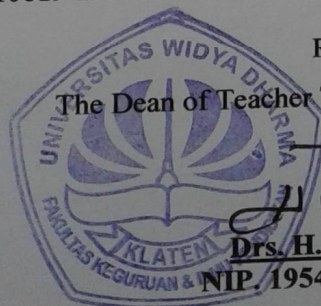
  
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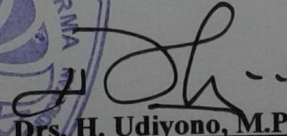
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**A DESCRIPTIVE STUDY ON THE MASTERY OF WRITING OF THE EIGHTH YEAR STUDENTS OF SMP NEGERI 1 GABUS GROBOGAN IN ACADEMIC YEAR 2016 / 2017**”.

It is not 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, July 2017



Noviana Vergiyanti  
1211202822

## MOTTO

- *“Allah will not change the condition of people unless there is a change of what is in themselves..”*

*(Qur'an 13: 11)*

- *“Do everything with all of your heart and soul or you will just get tired.”*

*(Tri Yuliani)*

- *“Search a face is needed, whenever and wherever you are”*

*(Yulika Puspitasari)*

- *“Di dunia ini tidak ada yang tiba-tiba, semuanya melalui proses.”*

*(Ria Anggraeni)*

- *“By looking what surround you, you will know how lucky you are.”*

*(Eko Supriyati)*

- *“Jika kamu ingin diperlakukan dengan baik oleh orang lain, lakukanlah itu terlebih dahulu pada orang lain.”*

*(The writer)*

## **PRESENTATION**

This thesis is dedicated to:

1. My beloved parents (Mr. Supardi and Mrs. Muryati).
2. My beloved sister, Devi Novitasari.
3. My beloved friends: Hisyam, Kadri, Era, Zahra, Ratna, Jaka, Rio, Rizki, Untung, Rara, Citra, Sriyami, Anna.
4. All of my friends in English Department.
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The writer realizes that this thesis is far from being perfect. Therefore, the writer would accept correction, suggestion, and criticism from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, June 2017

The Writer



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## ABSTRACT

**NOVIANA VERGIYANTI, NO. 1211202822**, english Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten, 2017. Thesis: *A descriptive Study on the Mastery of Writing Narrative of the Eighth Year Students of Smp N 1 Gabus Grobogan in Academic Year of 2016/2017.*

The problem of this thesis is “How is the mastery of writing of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017?”. The aim of this study is to describe the students’ mastery in writing descriptive text of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017.

The population of this research is the eighth year students of SMP N 1 Gabus Grobogan in Academic Year of 2016/2017. The number of population is 175 students. The writer takes 35 students as the sample by applying proportional random sampling. In getting the data, the writer gives a test of writing about descriptive text. The instrument consist of 1 item. To know the validity, the writer uses content validity. The writer gives the test to the subject of the study. After the data are collected, the writer analyzes them by using statistical method with the mean and the frequency distribution.

After analyzing the data, the writer can find that there are 13 students or 37.14% who get good category, 16 students or 45.71% who get fair category, 6 students or 17.15 % who get poor category, and there is no one who get very good and fair category. The total score of the students’ mastery is 2267 for 35 students. The mean score is 64.77 and it is categorized into fair category. It is a fact that the problem above can be answered. Finally the writer draws the conclusion that the mastery of writing narrative the eighth year students of SMP N 1 Gabus Grobogan in Academic Year of 2016/2017 is fair.

**Key words:** Descriptive Study, Mastery, Writing.

# **CHAPTER 1**

## **INTRODUCTION**

This chapter provides a brief description of the whole contents of the research, including 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**

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, such as morphemes, words, sentences, utterances (Richards and Schmidt, 2002: 283). Therefore, by using language we 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 in our activity every day.

In daily life, human beings need to communicate with another whenever and wherever they meet. So, language as a means of communication plays an important role. Everybody needs language to express idea and to interact with other people. English is one of them. English is mostly used in social, cultural, economic, educational,

scientific and technological aspect of life. In brief, English plays an important role in the modern world. In Indonesia, English is the first foreign language which is taught from elementary school till university level.

There are many languages used by people to communicate, for example, French, English, Indian, Japanese, and Indonesian language. Among them, English is one of languages as an international language because the language is used widely all over the world. It is considered to be a bridge of communication among people in different countries and nations including Indonesia. It is used in most fields, such as in economics, politics and cultures.

In learning English, learners have to learn four language skills and five language components. The four skills are listening, speaking, reading and writing. The five language components are grammar, vocabulary and phonology, spelling and culture. Learners cannot learn the skills in isolation. It means the four skills have to be learned integratedly. The integration of four skills is the only plausible approach within a communicative, interactive framework (Brown, 2001: 234).

As we know that in daily lives, people mostly communicate directly and indirectly by using spoken and written language. It cannot be denied that mastering vocabulary is the main need. Though, people can also communicate by using gesture, but it is very limited. People cannot use gestures every time, and even it only can be used in direct

communication. Still, the use of gesture can cause misunderstanding. Moreover in written language, people cannot use gesture at all. Using pictures just like ancient people are also very complicated. So, writing still has prime function in communication among people.

Writing becomes an important language skill because it is productive skill that shows how skillful the students in writing and discovers the talented students in this field (Nurmaini, Harsyaf and Zakhwan, 2009: 4). Writing is important because the writing processes can be explained through cognitive theory. Firstly, writing creates knowledge by encouraging the writer to structure thinking. Secondly, any written materials can be reviewed and compared with other texts or thought. Thirdly, some types of writing require writers to make relationships among ideas, so when the writer reads a text she or he may shape how knowledge is represented and related the information to their perspective.

Knowing that writing is very complex, writing skill in education context needs serious attention both in process and the achievement of the students in writing skill. The successfulness of teaching will bring better achievement for the students. To know the process of the teaching English and the result of the teaching writing, it is important to be captured. Finally, it will be known that the teaching process is successful or still needs the improvement. After the process of the teaching writing is known, the achievement of the students' writing skill will be got.



Based on the observation that was conducted by the writer in a school, the teacher did not give serious attention in teaching writing. The teacher never gives the separated test for the students in writing skill. The teacher seems giving more attention to the other skills, especially reading because of its position in final test. There is no proportional schedule in teaching English skills, especially in writing skill.

The students seemed to be passive in learning English. They did not have enough chance to produce something from their English lesson. It means the position of English is not as the bridge of communication, since it is only the knowledge.

Based on the reason above, the writer would like to conduct the research entitled: *A Descriptive Study on The Mastery of Writing Narrative of the Eighth Year Students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017.*

## **B. The Reason for Choosing the Topic**

The reason that attracts the writer to study this topic is that writing has a big role is communication. By learning writing, the students will communicate easily to others especially trough indirect way. Besides, writing process will encourage the students in knowing more language components (such as: grammar and vocabulary), the students will be easier knowing the utterance from reading process.

### **C. The Limitation of the Study**

To make this research still in line of the topic, the writer limits the discussion of the study. The writer focuses on describing the mastery of writing skill of the eighth year students of SMP N 1 Gabus Grobogan in academic year 2016/2017. This research describes the students' achievement in writing skill. The material discussed in this study is narrative text.

### **D. The Problem of the Study**

In this research, the writer formulates the statement of the problem as follows: "How is the mastery of writing of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017?"

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

Based on the problem above, the writer is intended to describe the students' mastery of writing of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017.

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

After knowing the results, the writer hopes this research findings will be useful as follows:

1. It can be used to know the description of the mastery of writing narrative of the eighth year students of SMP N1 Gabus Grobogan in academic year 2016/2017.
2. It can be used to enrich the repertoire of teaching writing theory.

3. It gives some inputs to the English teacher and the students about the importance of writing skill, in order to motivate the students to be able to write in English.
4. The result of the study will give contribution for teaching and learning process, especially writing skill.

### **G. The Clarification of the Key Terms**

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

#### **a. Descriptive Study**

According to Hadi (2010: 3) descriptive study is a study which only describes the condition of an object or its event without taking general conclusions.

Based on the statement above, what is meant by descriptive study in this thesis is a study to describe the writing skill of the eighth year students of SMP N 1 Gabus Grobogan in academic year 2016/2017.

#### **b. Mastery**

Mastery means complete control or knowledge (Hornby, 1995: 523). in this study it means the students' knowledge in writing, the students are hoped to be able to produce a narrative text.

#### **c. Writing Skill**

According to Hyland (2002: 1), writing is central to our personal experience and social identities. According to Hornby (1995: 1383), writing is the activity or occupation of writing for example books, stores

or articles. There are four steps of the process of writing, there are: planning, drafting, editing (reflecting and revising), and final version (Harmer, 2004: 4).

Skill means the ability of doing or making something. In the context of language, skill is close to the productive (writing and speaking) and receptive (reading and listening).

Based on the definition above, writing skill means the students' skill in expressing their idea through the written word of English with many different forms and variety of purposes to writer.

#### **H. The Organization of the Study**

The thesis organization is presented in order to give the direction of the thesis arrangement. It is also meant to give a brief description to the readers.

Chapter I is introduction. This chapter consists of the background of the study, the reason for choosing 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. It is fulfilled with theory of a brief look at the teaching English in junior high School, theory of writing skill which includes the meaning of writing skill, the type of writing, the process of writing and the technique of teaching writing.

Chapter III is the method of study. It consists of the meaning of the research method, the subject of the study, the method of collecting the data and the method of analyzing the data.

Chapter IV is the result of the study. This chapter presents presenting the data and analyzing the data.

Chapter V is conclusion and suggestion. The writer tells the conclusion and suggestion that are related to the study.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is the last chapter which discusses the conclusion and suggestion of the research. Each explanation of them is as follows:

#### A. Conclusion

In this chapter, the writer would like to give conclusion of the research. The problem of this study is “How is the mastery of writing of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017?”. Based on the previous computation, the students who get good mark are 13 students or 37.14%, those who get fair mark are 16 students or 45.71%, and poor mark are 6 students or 17.15%. Besides that, there is no one who gets very good mark and fail mark.

The mean of the students’ mastery of writing is 64.77, and it is classified into fair category. So the writer concludes that the mastery of writing of the eighth year students of SMP N 1 Gabus Grobogan in Academic Year 2016/2017 is **fair**.

#### B. Suggestion

Based on the conclusion, the writer would like to give suggestion to the teacher, students, and reader.

##### 1. To the Teacher

- a. This study helps the teacher to overcome difficulties in teaching and learning English especially descriptive writing in junior high school. The teacher should provide proper lesson

materials that can cope the indicators in writing descriptive text including identifying generic structure, grammar, spelling and etc. By using those materials, the teachers are supposed to be able to measure students' understanding, and to find their difficulties in writing descriptive text. So, the teachers can help to overcome it by explaining the material again more clearly.

- b. English teacher should introduce and explain writing in more detail to their students because it is important for the students to master English well.
- c. English teacher should be more creative and innovative in using some techniques in teaching writing for the students in order not to make the students bored.
- d. English teacher should improve their teaching technique and material so that teaching writing will be more effective and the student can improve their writing skill.

## 2. To the students

- a. The result of the study enables them to get significant experience on how to enlarge their knowledge of writing skill, especially descriptive writing. In learning writing, the students must practice writing anything in everyday life and the students must study hard and do many exercises concerning with writing.

- b. The students must be active in learning English. If they did not understand about the material of English especially writing, they should not be ashamed to ask to the teachers.
- c. 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 brings a lot of benefits for the writers and the readers.
- d. The students should do more exercise concerning with writing mastery. They should do more exercise of grammar and vocabulary.

### 3. To the readers

This study can be used as a reference for the readers to conduct another research. The writer hopes the result of the research can be used as contribution and comparative matter in doing research although it is far from being perfect.



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