

**A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE  
ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM IN THE  
ACADEMIC YEAR OF 2016/2017**

**S-1 THESIS**

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree in  
English Education Study Program



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**KLATEN**

**2017**

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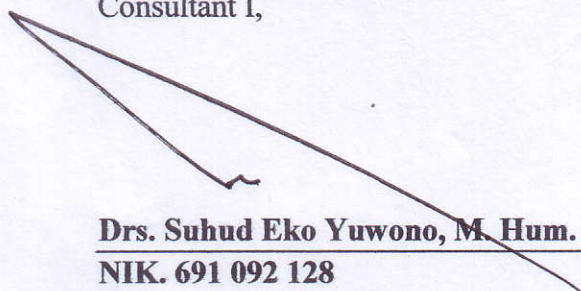
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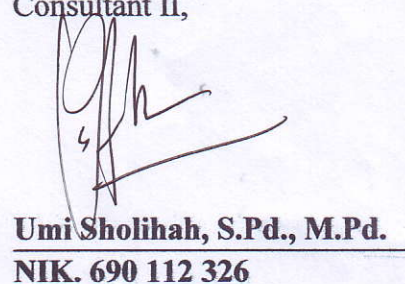
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## RATIFICATION

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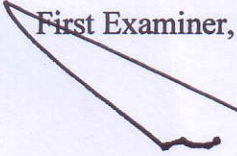
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “A CASE STUDY ON TEACHING AND LEARNING WRITING OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM IN THE ACADEMIC YEAR OF 2016/2017”.

It is not plagiarism or made by others. Anything related to either’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, 8 May 2017



Sukma Rani  
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## MOTTO

❖ *The slowest person does not mean the worst and the fastest person does not mean the best.*

(The Writer)

❖ *I run away from running away.*

(Flea “Red Hot Chili Peppers”)

❖ *I prefer imperfection. That’s what makes things special. Things that change.*

❖ *As long as a person is breathing, there is a hope for them.*

❖ *Sometimes out of really horrible things, come really beautiful things.*

(Anthony Kiedis)

## **PRESENTATION**

This thesis is presented to:

- ❖ My beloved parents, my twin sister, and my younger brother, thanks for your supports and pray, I love you so much. Wish Jesus always bless you.
- ❖ My beloved boyfriend, thanks for your great affection, supports, and pray for me every time, I love you. Wish God bless you.
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Klaten, May 2017

Sukma Rani



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## **THE LIST OF ABBREVIATION**

1. App. : Appendix
2. FN : Field Note
3. Invw. : Interview
4. Obs. : Observation

## ABSTRACT

**SUKMA RANI. 1311102835.** English Education Study Program. Teacher Training and Education Faculty. University of Widya Dharma Klaten 2017. Thesis: *A Case Study on Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Karanganom Klaten in the Academic Year of 2016/2017.*

The aim of this study is to describe the process of teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017. In this study, the data are collected by observation, interview, and documentation of teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the Academic Year of 2016/2017. The researcher analyzed the data by using qualitative research.

After analyzing the data, the researcher concluded the process of teaching and learning writing of the eleventh year students of SMA N 1 Karanganom consists of as follow. Firstly, the teacher's preparation consists of a lesson plan, material, and source of teaching and learning writing. Secondly, the process of teaching and learning consists of the opening activity, the main activity, and the closing activity. Thirdly, the teacher used textbook entitled *Path Way to English 2* as the media of teaching. Fourthly, the teacher used brainstorming, explanation, and discussion as the method in teaching and learning writing. Fifthly, the teacher gave group assignment to the students and assessed the students by presenting the result of the assignment and answering the question from the teacher.

Keywords: *Case Study, teaching learning, writing.*

# **CHAPTER I**

## **INTRODUCTION**

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

In all over the world, every country has its own language and it is different from one another. People use language to make communication to the other. Language is a tool which is used by people to transfer or to convey their ideas to the other people. There are many languages in the world which are used by people. One of languages that have to be learned is English.

English is a language which is used as International language and it plays an important role as a means of communication. It is proved that a lot of discourse in our daily communication use English term. For examples: in the television programs, advertisement, electronic gadget, etc. So, it is true that English plays an important role in science and technology development.

In this modern era, English has to be mastered by students especially in the Senior High School. Technology and science are developed so fast in this era. The students are demanded to follow the development as well as possible by mastering English as the International language. English should be the one of the subject which has to be taught by teacher in the school. Teaching English needs a guidance to be implemented in the teaching process. The guidance to teach some subject especially English in the school is curriculum.

Talking about curriculum means talking about material which can be found in curriculum. It means that teaching and learning cannot be separated from curriculum which instructs the teaching and learning process. School

curriculum on general scale is as a concept of national curriculum that has the real influence to the national education system and social system of state. With the curriculum, the government tries to adjust the national identity with the nation's inspiration. Therefore, curriculum directly involves and handles the students as nation generation in the future.

According to *Permendikbud No. 64 Tahun 2013*, the material of English lesson in Senior High School includes four language skills, they are 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 each other. To reach these objectives, the Indonesian government has plan English curriculum for Senior High School.

In teaching and learning English, teachers have to teach four language skills in English to the students. The listening and reading skills are the receptive skill. The speaking and writing are the productive skill. Writing skill has been the important skill which has to be learnt because writing can express the meaning of short simple functional written texts and essays to interest with the surrounding environment.

In writing, the students usually get difficulties to express their idea into the written text. The difficulties are occurred because of the students have to express their idea into the second language (English). The difficulties are mostly done by the students are about grammar, punctuation, the structure of the language, the cohesion, minimum vocabulary, etc.

Based on the explanation above, in this study the researcher would like to describe about writing skill. According to Hyland (2002: 1), the main activities of writing class involve 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 choice, syntactic patterns, and cohesive devices that comprise the essential building blocks of texts.

Nowadays, people must learn how to write English because writing is one of the important skills. Through writing, the students can learn vocabulary, grammar, and cohesive devices. Writing becomes an important language skill because it is productive skill that shows how skillful the student is in writing and discovers the talented students in this field (Nurmaini, Harsyaf and Zakhwan, 2009: 4).

According to Richards and Renandya (2002: 303), writing skill is the most difficult skill for L2 learners to be mastered. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The writer has to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, words choice and so on. The difficulty is even more pronounced if their language proficiency is weak.

For Indonesian learning English is very difficult, especially in writing skill. Writing is the most difficult skill for students. The students have many problems in learning English, especially in writing skill. The problems of the students in writing are the mastery of vocabulary, grammar and the structure of

the English text. English has different structure with Indonesian. Students tend to transfer the sentences from Indonesian to English in the Indonesian structure of text. In this case, teachers should teach students in order to master the writing skill.

In teaching and learning process, the teacher has a significant role. According to Richards (2005: 99), teachers are the key factor in the successful implementation of curriculum changes. The teachers make the students to get knowledge, information, and develop the students' ability in learning writing. Besides that, the teacher is able to help the students to arrange word into a good sentence.

Based on the fact and the statement, the researcher conducts a research at the eleventh year students of SMA N 1 Karanganom in academic year of 2016/2017. Therefore this research is entitled *A Case Study Of Teaching and Learning Writing of the Eleventh Year Students of SMA N 1 Karanganom in the Academic Year of 2016/2017*.

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

The reasons that encourage the researcher for choosing the topic of the research are as follows:

1. Writing is one of the four language skills which has to be learnt in Senior High School. Because writing is productive skill that need a special ability to transfer idea and information into a readable text.
2. Writing helps students to understand how to write English with a correct and good grammar.



3. The objectives of teaching and learning English is the students can master the four language skills. They are listening, speaking, reading and writing. One of them which have to be mastered by students is writing. Writing is the most difficult skill, because it is not easy to make a good writing.

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

In this study, the researcher limits the study in order to focus the topic that will be discussed. The researcher limits the study are as follows:

1. The process of teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the Academic Year of 2016/2017.
2. The obstacles found by English teacher in teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the Academic Year of 2016/2017.
3. The solution of the obstacles done by the English teacher in teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the Academic Year of 2016/2017.

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

The researcher presents the problem that can be formulated are as follows:

1. How is the process in teaching and learning writing for the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017?
2. What are the obstacles found in teaching and learning writing for the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017?

3. How is the solution that the English teacher uses to solve the obstacles that are found in teaching and learning writing for the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017?

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

In this study, there are three aims of the study are as follows:

1. To describe the process of teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017.
2. To describe the obstacles found in teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017.
3. To describe how the English teacher solves the obstacles that are found in the teaching and learning writing of the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017.

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

The result of the study is expected to be useful both theoretically and practically are as follows:

1. Theoretical Use

It can be to enrich the repertoire of teaching and learning writing.

2. The Practical Use

It can be used to provide of developing teaching and learning writing.

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

To clarify the meaning of the title, the researcher describes the key terms are as follows:

### **1. Case Study**

Case study is one of the research methods related with the social sciences (Yin, 2011: 1). Generally, case study is a proper strategy in a research related to the question of how or why, when the researcher lied in the contemporary phenomenon in the real life.

In this study, case study means a method of research in which the primary question is how the process of teaching and learning writing to the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017.

### **2. Teaching and Learning**

According to Brown (2007: 7), teaching is guiding and facilitating learning, enable the learner to learn, setting the condition for learning. Learning is acquiring or getting of a knowledge of a subject or a skill by study, experience or instruction (Brown, 2007: 7).

In this study, teaching and learning means guiding and facilitating learning, enabling the learner to learn, setting the condition for writing of the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017, by acquiring or getting knowledge of a subject or a skill by studying, and having experience or instruction.

### 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 an activity of gathering idea and organizing them into statements and paragraph in the written hortatory exposition text of the eleventh year students of SMA N 1 Karangnom in the academic year of 2016/2017.

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

The organization of the study is presented in order to give the direction of thesis arrangement. It is also meant to give description to the readers. The organization of thesis of each chapter is 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 review of related literature. It consists of the definition of writing, the kinds of writing, the writing purpose, the importance of writing, the process of writing, and principles for teaching writing.

Chapter III is the method of the study. It consists of the meaning of research method, the strategy of the study, the data and the source of data, 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, the analysis of the data, and the discussion of the findings.

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher attempts to give a brief conclusion and suggestion about teaching and learning writing to the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017.

#### A. Conclusion

After analyzing the result of the observation, interview, and document about teaching and learning of writing to the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017, the researcher gets information about the process of teaching and learning writing. Based on the analysis of the teaching and learning writing to the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017, the conclusion of the process of teaching and learning writing are as follows.

##### 1. The Process of Teaching and Learning Writing

###### a. Preparation

In the preparation, the teacher prepared the lesson plan, material, and source of learning before teaching the students in class. The teacher made lesson plan in the beginning of the semester. The teacher used the lesson plan as a plan and guideline. Lesson plan is the most important thing which has to be made by the teacher. Lesson plan consists of the teaching and learning material, the method of teaching, time allocation and everything which is related to the teaching and learning activity. The

teacher made lesson plan based on the syllabus. The source of learning was “Pathway to English 2”.

b. The activity of teaching and learning writing

There are three parts of the activity of teaching and learning writing. They are opening activity, main activity, and closing activity.

1) Opening activity

In the opening, the teacher did some activities in the class. The activities are expressing greeting to the students, checking the students' attendance, and reviewing the previous material.

2) Main activity

In main activity, the teacher divided the activities into three sessions. The first session is explaining the material. The second session is discussing the assignment given. The last session is presenting the result of the discussion.

3) Closing activity

In closing activity, the teacher did some activities. They are reviewing the material which has been discussed, conveying the theme of the next material, and closing the meeting by expressing greeting.

c. The Implementation of Teaching Method

In teaching and learning English writing, the teacher used brainstorming, explanation, and discussion method. The teacher made the method in order to get the deepest understanding of the students.

#### d. The Assessment

The teacher gave the students assignment after explaining the material. The assignment was done by group. The result of the discussion was presented. The teacher assessed the students' performance. The teacher also gave some questions which were related to the material. It was done in order to get the deepest understanding of the students. The teacher assessed the students' writing based on six aspects. They were mechanic, grammar, vocabulary, text organization, sentence formation and tidiness, and deadline of the students' writing.

### 2. The Obstacles in Teaching and Learning Writing

#### a. The teacher's obstacles in teaching and learning writing

The obstacle found on teaching and learning writing was some students talked each other when the teacher was explaining the material.

#### b. The student's obstacles in teaching and learning writing

The first obstacle was about vocabulary. The students got difficulties in understanding the meaning of each word vocabulary. The second obstacle was about the rules in writing. The students got difficulty when the student wanted to arrange the words into a sentence.

### 3. The Solution to Solve the Obstacles in Teaching and Learning Writing

#### a. The solution from the teacher

The ways to solve the obstacles found were the teacher asked the student to move the student's seat into the first line, the teacher gave a



chance for the students to ask about the difficult word and gave the students the appropriate word, and the teacher drilled the students about the tenses or some rules in writing to the students.

b. The solution from the student

The ways to solve the obstacles found were the student used the translator in smart phone if the student got the difficulty especially in the meaning of the word and the student asked the teacher the right rules.

## **B. Suggestion**

Based on the result of the research of teaching and learning writing in the eleventh year students of SMA N 1 Karanganom in the academic year of 2016/2017, the researcher gives the suggestion for English teacher and the students.

### 1. For English Teacher

The English teacher should apply the various media in order to attract the attention of the students. The English teacher also should apply various methods in order to get the deepest understanding of the student about the material.

### 2. For Students

The students should pay more attention in teaching and learning writing activity. The students should study harder in order to understand the material especially in writing skill.

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