

**A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE  
ELEVENTH YEAR STUDENTS OF SMK NEGERI 1 KLATEN IN  
ACADEMIC YEAR OF 2016/2017**

S-1 THESIS

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



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**A CASE STUDY OF TEACHING AND LEARNING WRITING OF THE  
ELEVENTH YEAR STUDENTS OF SMK NEGERI 1 KLATEN IN  
ACADEMIC YEAR OF 2016/2017**

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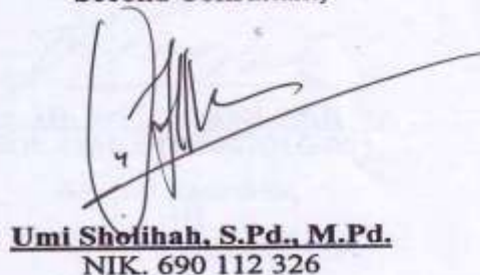
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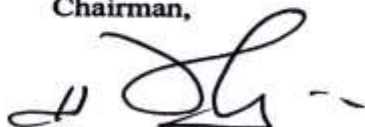
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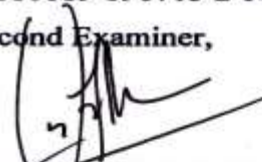
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“A Case Study of Teaching and Learning Writing of the Eleventh Year Students of SMK Negeri 1 Klaten in Academic Year of 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, April 2017



Yasseia Elsa Yolanda

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## **MOTTO**

“When you see a light in the darkness, reach and keep it. Make sure that you choose to survive or die.”

(Yassela Elsa Yolanda)

“Do not be sad, indeed Allah is with us.” (La Tahzan InnAllaha Ma’ana)

(QS. At Tawba: 40)

“And Allah is with you wherever you are.”

(QS. Al Hadid: 4)

## **PRESENTATION**

This thesis is presented to:

1. My beloved mother who always prays me in every time, gives supports, and materials. I am so proud of being your daughter. I hope that Allah always blesses you. I love you.
2. My beloved brother and my sister in law who always support and keep me. I love you.
3. My best friends that are Dian Setyowati, Rima Kusuma Wardani, Ira Nurmalasari, Dewi Pujianti, Sukma Rani, Khusnul Faridha, Ch Supatmi, Kadri, Dewi Selyana, Elsa Nurfitadevi, and Sukma Ratri who always accompany me every time, give me the happiness, and support me.
4. My beloved friends in University of Widya Dharma Klaten especially in Class A and B who give supports and spirit. I hope that we can reach our dreams. I love you.

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11. My beloved friends in University of Widya Dharma Klaten especially in Class A and B who give supports and spirit.

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The writer is aware that this thesis is still far from being perfect. Finally, the writer hopes that this thesis can be useful for the readers.

Klaten, April 2017

Yassela Elsa Yolanda



## TABLE OF CONTENTS

<b>TITLE</b> .....	<b>i</b>
<b>APPROVAL</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>iii</b>
<b>PRONOUNCEMENT</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>v</b>
<b>PRESENTATION</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>ix</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>xii</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF FIGURE</b> .....	<b>xv</b>
<b>LIST OF APPENDICES</b> .....	<b>xvi</b>
<b>ABSTRACT</b> .....	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. The Background of the Study .....	1
B. The Reason For Choosing the Topic .....	4
C. The Limitation of the Study .....	5
D. The Problem of the Study .....	5
E. The Aim of the Study .....	5
F. The Use of the Study .....	6

G. The Clarification of the Key Terms .....	6
H. The Organization of the Study .....	8
<b>CHAPTER II THE THEORIES UNDERLYING THE STUDY .....</b>	<b>9</b>
A. The Meaning of Writing .....	9
B. The Kinds of Writing .....	10
C. The Purpose of Writing .....	28
D. The Importance of Writing .....	30
E. The Component and Process of Writing .....	31
F. The Evaluation of Writing .....	33
G. Teaching and Learning Writing in Vocational High School ...	36
H. The Educational System and the English Writing Material in Vocational High School .....	43
<b>CHAPTER III THE METHOD OF THE STUDY .....</b>	<b>47</b>
A. The Meaning of Research Method .....	47
B. The Strategy of the Research .....	48
C. The Location of the Study .....	49
D. The Data and the Sources of Data .....	49
E. The Technique of Collecting Data .....	52
F. The Validity of Data .....	54
G. The Technique of Analyzing the Data .....	56
<b>CHAPTER IV THE RESULT OF THE STUDY .....</b>	<b>58</b>
A. The Analysis of the Data .....	58
B. The Discussion of the Finding .....	87

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>96</b>
A. Conclusion .....	96
B. Suggestion .....	99
<b>BIBLIOGRAPHY .....</b>	<b>101</b>
<b>APPENDIX .....</b>	<b>103</b>

## LIST OF ABBREVIATIONS

A. Code (App. 1/FN/Obs.1/01) this is read:

1. App.1 : Appendix 1
2. FN : Field Note
3. Obs.1 : Observation 1
4. 01 : The number of data got from observation

B. Code (App. 2/FN/Obs.2/01) this is read:

5. App.2 : Appendix 2
6. FN : Field Note
7. Obs.2 : Observation 2
8. 01 : The number of data got from observation

C. Code (App. 3/Transc/Int.1/01) this is read:

1. App.3 :Appendix 3
2. Transc : Transcript
3. Int .1 : Interview 1
4. 01 : The number of data got from interview

D. Code (App. 4/Transc/Int.2/01) this is read:

5. App.4 :Appendix 4
6. Transc : Transcript
7. Int .2 : Interview 2
8. 01 : The number of data got from interview

E. Code (App. 5/Doc/LP/01) this is read:

1. App.5 :Appendix 5

2. Doc : Document
3. LP : Lesson Plan
4. 01 : The page of lesson plan

F. Code (App. 6/Doc/Syll/01) this is read:

1. App.6 :Appendix 6
2. Doc : Document
3. Syll : Syllabus
4. 01 : The page of syllabus

G. Code (App. 7/Doc/ST/01) this is read:

1. App.7 :Appendix 7
2. Doc : Document
3. ST : Students' Task
4. 01 : The number of data got from the Students' Task

H. Code (App. 8/Doc/TLM/01) this is read:

1. App.8 :Appendix 8
2. Doc : Document
3. TLM : Teaching and Learning Material
4. 01 : The page of the book

I. Code (App. 9/Doc/MST) this is read:

1. App.9 :Appendix 9
2. Doc : Document
3. MST : Mark of the Students' Task

## LIST OF TABLES

Table 2.1. The Generic Structure with the Example of Narrative Text .....	11
Table 2.2. The Sentence Structure of Giving Opinion.....	14
Table 2.3. The Sentence Structure of Writing Hopes and Dreams .....	15
Table 2.4. The Expression Commonly Used in Invitation Cards .....	17
Table 2.5. The Generic Structure with the Example of Letter .....	18
Table 2.6. The Generic Structure with the Example of Procedure Text.....	21
Table 2.7. The Generic Structure with the Example of Report Text .....	23
Table 2.8. The Generic Structure with the Example of Analytical Exposition Text .....	24
Table 2.9. The Scoring Rubric of Writing .....	33
Table 4.1. The Category of Students Mark.....	93

**THE FIGURE**

Figure 3.1. The Flow Model Analysis ..... 56

## **LIST OF APPENDICES**

Appendix 1. Field Note of 1st Observation .....	103
Appendix 2. Field Note of 2ndObservation .....	109
Appendix 3. Transcript of 1st Interview .....	113
Appendix 4. Transcript of 2nd Interview .....	125
Appendix 5. Document of Lesson Plan .....	133
Appendix 6. Document of Syllabus .....	139
Appendix 7. Document of Teaching and Learning Material .....	144
Appendix 8. Document of Students' Task .....	170
Appendix 9. Document of The Mark of the Students' Task .....	189
Appendix 10. The Photoes .....	191
Appendix 11. Research Letter.....	196
Appendix 12. Research Testimony Letter.....	199
Appendix 13. Consultation Book .....	201



## ABSTRACT

**YASSELA ELSA YOLANDA, NO. 1311202839.** English Education Study Program, The Faculty of Teacher Training and Education, Widya Dharma University, Klaten. 2017. Thesis: *A Case Study of Teaching and Learning Writing of the Eleventh Year Students of SMK Negeri 1 Klaten in Academic Year of 2016/2017.*

The aim of this study is to answer the problems: (1) how is the process of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?, (2) what are the obstacles found by English teacher and the students in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?, and (3) how does the English teacher cope the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?.

The writer conducted a study by using qualitative case study of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017. The sources of data were the events, the result of interview, and the documents which were the syllabus, lesson plan, the students' material and students' task. The data were collected by doing observation, interview, and the documentation of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017. After collecting the data, the writer did flow model to analyze the data which the writer recorded such as the result of the observation and interview as well as documentation that had been implemented on teaching and learning writing. First, the writer reduced the data by identifying and classifying students' and teacher's activity. Second, displayed the data by organizing the data and describing what the teacher and students did in the process of teaching and learning English writing of the eleventh year students of SMK N 1 Klaten. The last, the writer made conclusion about the process of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.

After analyzing all data taken from observation, interview, and documents of the teaching and learning writing of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017, the writer found: (1) the process of teaching and learning writing consists of the preparation, the activities of teaching and learning writing, the material, the method, the media, and the evaluation; (2) the obstacles faced by the English teacher and the students in teaching and learning writing which were: (a) some students were not active in the lesson, (b) the students were still silent when the teacher asked about difficulties, and (c) the students who had poor understanding in choosing vocabularies, writing sentences, and the using of action verb; (3) The efforts of the English teacher which coped the obstacles in teaching and learning writing were (a) the teacher tried to make the students answer, gave the explanation, asked them to make group discussion, and gave the motivation to cope the obstacle in teaching writing which was about some students who could not be active in the teaching and learning writing, (b) the teacher gave the question orally or asked them to make group discussion to cope the obstacle which was about the students who were still silent when the teacher asked about the difficulties, and (c) the teacher gave explanation and emphasis about the materials of the difficulties to cope the obstacle which was about the students who had poor understanding in choosing vocabularies, writing sentences, and using action verbs.

**Key words:** *case study, eleventh year students, teaching and learning, writing*

# **CHAPTER I**

## **INTRODUCTION**

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

As we know that when we are in the society, we use language for our communication. A language is a resource for making meaning, an indefinitely expandable source of meaning potential (Halliday, 1994: 16). It means that the best way to tell something which has the meaning is by using language. Language cannot be separated from human life because all of the activities need the communication.

One of the international languages in the world is English. The people can keep their communication internationally by using English. For example, the people can make the cooperation in some sectors including in educational sector.

In educational sector, some countries choose English as a subject of educational program in the school including in Indonesia. English is one of foreign languages that the students learned in Indonesia. All students of elementary school until the college are taught English.

After getting the English subject in junior high school, the students have the choices to learn English in senior high school or vocational high school. If the students emphasize to develop their English for their support in getting job, they can choose to learn English in vocational high school.

In Indonesia, there are many vocational high schools that can be good places to learn English. One of them is SMK N 1 Klaten. SMK N 1 Klaten is

one of the vocational high schools that gives the opportunity for the students to learn English. SMK N 1 Klaten is the school that emphasizes the language capability of the students by practicing. It means that SMK N 1 Klaten focuses on how the students can use English to communicate in the society. All of schools, including SMK N 1 Klaten need instructional system or curriculum to make the teaching and learning writing effective. Now, the curriculum which is implemented in SMK N 1 Klaten is curriculum 2013.

In *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 70 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Kejuruan/ Madrasah Aliyah Kejuruan*, it states that the objective of curriculum 2013 in vocational high school is preparing the Indonesian people that have the best attitude in religion, can be the human that are creative, innovative, and effective, then can give the contribution in the society. It means that all of the processes in teaching and learning process in the school must be able to make the contribution of the students in the society including in English. For example, the students can write writing product and can expose it internationally. Automatically, they expose their idea for the people in the world. So, the teaching and learning English also can give the contribution in the society.

In the teaching and learning English, the teachers have to teach four skills in English for their students. The four skills are listening, speaking, reading, and writing. The students usually use their speaking in their communication, but they can also use their writing skill for their communication.

In curriculum 2013, the teaching and learning writing focus on the understanding of the students about how to write or arrange text systematically, logically, and effectively. Based on the syllabus of English for vocational high school which implements curriculum 2013, there are 28 based competences that emphasize the understanding of analyzing the social function, generic structure, and language features. It means that the focus is not only about the process but also about the concept in writing text such as the purpose, generic structure, language features, grammar, vocabularies, and the comprehension of the theme and the content.

According to Sokolik (2003) as quoted by Nunan and Linse (2005: 98), writing is the combination of process and product. Process refers to the gathering the ideas and the product is the result of writing. Talking about writing, writing is one of the skills that is difficult to be learned. Writing supposed that it is the difficult material because in writing, the students must understand about grammar and vocabularies before write something. Based on the observation in SMK N 1 Klaten, the writer found that the students get many difficulties in writing. Besides that, in the implementation of curriculum 2013, the focus of teaching and learning English is student center. The students have to be active in the lesson, but there are some students which cannot be active. It is one of the obstacles of the teacher as the facilitator in the teaching and learning process especially in writing process.

According to Richards and Renandya (2002) in Fauziati (2010: 45), writing is the most difficult skill to master for foreign language learners. This is due not only to the need to generate and organize ideas using appropriate choice

of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text. It means that the students have the difficulties when transferring their ideas in English writing.

In the syllabus of the eleventh year students of SMK Negeri 1 Klaten which uses curriculum 2013, the students are expected to understand the genre text that are giving suggestion, narrative, giving opinion, writing hopes and dreams, invitation, letter, procedure, report, and analytical exposition. They must be able to understand about the purpose, generic structure, language features, grammar, and vocabularies. In this study, the writer describes the process of teaching and learning writing of procedure text.

Based on the condition, the writer is interested in conducting study focused on teaching and learning English in SMK Negeri 1 Klaten in academic year of 2016/2017. Therefore, the study is entitled “*A Case Study of Teaching and Learning Writing of the Eleventh Year Students of SMK Negeri 1 Klaten in Academic Year of 2016/2017.*”

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

The reasons that encourage the writer for choosing the topic of the study are as follows:

1. Writing skill is part of the material subject that must be learned by the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.
2. Writing is the most difficult skill to be mastered for the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.

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

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

1. The teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.
2. The obstacles of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.
3. The solution to cope the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.

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

The writer presents the problem that can be formulated as follows:

1. How is the process of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?
2. What are the obstacles found by English teacher and the students in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?
3. How does the English teacher cope the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?

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

Based on the statement of the problem, the writer gets some aims of the study as follows:

1. To describe the process of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.
2. To describe the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017.
3. To describe how the English teacher copes the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in 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 as follows:

##### **1. The Theoretical Use**

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

##### **2. The Practical Use**

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

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

The title of this thesis is a case study of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017. To make it is easy to understand, the writer clarifies the terms of the study as follows:

##### **1. Case Study**

Case study is one of research methods related the social sciences (Yin, 2011: 1). It means that case study is the research method related to the

question how or why, when the researcher little chance to control the research events, and when the researcher lies in contemporary phenomenon in the real life.

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

## 2. Teaching and Learning

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning (Brown, 2000: 8). Learning is acquiring or getting of a knowledge of a subject or a skill by studying, having experience or instruction (Brown, 2000: 8).

In this study, teaching and learning is guiding and facilitating learning, enabling the learner to learn, and setting the condition of the process of acquiring or getting of knowledge of writing skill in the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017.

## 3. Writing

According to Sokolik (2003) as quoted by Nunan and Linse (2005: 98), writing is the combination of process and product. The process refers to the gathering the ideas and product refers to the result of writing.

In this study, writing skill means that the students are able to write procedure text with the social function, generic structure, the language feature, grammar, and vocabularies in teaching and learning process of the eleventh year students of SMK N 1 Klaten in 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 the thesis arrangement. It is also meant to give description to the readers. The organization of the 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 meaning of writing, the kinds of writing, the purpose of writing, the importance of writing, the component and process of writing, teaching and learning writing, and the educational system and the English writing materials in vocational high school.

Chapter III is the method of the study. It consists of the strategy of the study, the data and sources of data, the technique of collecting 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 findings the data.

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing all data taken from observation, interview, and documents of the teaching and learning writing of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017, the writer makes the conclusion about teaching and learning writing that answers the problems stated which are (1) how is the process of teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?, (2) what are the obstacles found by English teacher in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?, and (3) how does the English teacher cope the obstacles in teaching and learning writing of the eleventh year students of SMK Negeri 1 Klaten in academic year of 2016/2017?. The conclusion is as follows.

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

Concerning the process of teaching and learning writing of the eleventh year students of SMK N 1 Klaten in academic year of 2016/2017, it consists of the preparation, the activities of teaching and learning writing, the material, the method, the media, and the evaluation.

The preparations were the teacher prepared the lesson plan, text book, and syllabus. The activities of teaching and learning writing consisted of opening, main, and closing activity. In the opening activity, the teacher did greeting, checked the attendance of students, asked the condition, made the

attention of the students, gave the motivation, and reviewed the last material briefly. In the main activity, the teacher explained the material of procedure text, the students made group and discussed to make a procedure text, the students presented their result discussion, and the teacher gave evaluation of the presentation. In the second meeting, the activities were discussion the homework and giving emphasis the material. The students presented the homework. The teacher checked some homework, and found some students that did not understand yet the using of action verb and asked the students to make sentences. Then, they discussed it together. In the closing activity, the teacher gave the task to make procedure text individually. The teacher did it to know the understanding of the students. Then, the teacher asked the students about the materials that they did not understand and the material of the day. It was like making conclusion. Then, the teacher closed the lesson by singing the national anthem and praying together. In the second meeting, the teacher gave the portfolio task. The teacher asked about the materials. There was no question. Then, the teacher closed the lesson by singing the national anthem and praying together

The material was about procedure text. It was appropriate with the syllabus that was *Teks prosedur berbentuk manual dan kiat-kiat (tips)*. The teacher explained the definition, purpose, generic structure, language features, and the examples of procedure text. The students learned some examples in the text book. The teacher did the teaching and learning method which was appropriate with the lesson plan. The teacher did some methods which were explanation, question and answer, discussion, and giving task in

the teaching and learning writing. The teacher used text book for her media in teaching writing. This book was from the government. The teacher used some procedure text that was in the text book.

For the evaluation, the teacher did some ways. After the groups presented the task, the teacher gave the evaluation. Then, the other way was giving task or homework. The teacher asked the students to make a procedure text and to analyze it individually for the homework. Before closing the lesson, the teacher gave the portfolio task to make a procedure text and to analyze about the characteristics of this text. The understanding of the students was good.

The teacher gave the motivations that were fun. The teacher said that if the people wanted to improve their capability in writing, they should do exercises. They would be accustomed in writing something. Then, looking for the new things that could make their writing were better than the last. The teacher also gave a parable which was about *Tarzan*. The teacher explained that *Tarzan* was like monkey because he imitated the attitude of the monkey who kept him from the baby. *Tarzan* was accustomed to making his life like monkey. The motivation that Mrs. Puji gave could make the students have the new spirit to write something.

## 2. The Obstacles Faced by the English Teacher and the Students in Teaching and Learning Writing

In the teaching and learning writing, the teacher got some obstacles which were some students were not active in the lesson, the students were still silent when the teacher asked about difficulties, and the students who had

poor understanding in choosing vocabularies, writing sentences, and the using of action verb.

### 3. The Efforts of the English Teacher and the Students to Cope the Obstacles in Teaching and Learning Writing

There were some efforts of the teacher to cope the obstacles in teaching writing. First, the teacher tried to make the students answer, gave the explanation, asked them to make group discussion, and gave the motivation to cope the obstacle in teaching writing which was about some students who could not be active in the teaching and learning writing. Second, the teacher gave the question orally or asked them to make group discussion to cope the obstacle which was about the students who were still silent when the teacher asked about the difficulties. So, they could be active in their discussion. Then, the teacher gave explanation and emphasis about the materials of the difficulties to cope the obstacle which was about the students who had poor understanding in choosing vocabularies, writing sentences, and the using of action verb.

## **B. Suggestion**

1. For the English teacher
  - a. It is better if the teacher uses more creative media and method in teaching and learning writing. It will make the more enthusiasms of the students to learn the materials.
  - b. The teacher should be more communicative to make the students be active in teaching and learning writing.

2. For the students
  - a. The students should be more active in the teaching and learning writing to improve their knowledge.
  - b. The students should be more careful in doing their task.

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