

**IMPROVING WRITING SKILL BY OBSERVING REAL OBJECTS  
(A CLASSROOM ACTION RESEARCH AT THE 8<sup>TH</sup> YEAR STUDENTS  
OF SMP NEGERI 2 PRACIMANTORO IN 2008/2009 ACADEMIC YEAR)**



**RESEARCH PAPER**

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by

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# CHAPTER I

## INTRODUCTION

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

Studying English is very complex. It covers four language skills that must be mastered if someone wants to be successful in English; those are speaking, listening, reading and writing. Writing is one of the important skills in teaching English. It has always occupied a place in most English language course. To write well, people must have good capabilities in writing. Nunan (1993: 8) states that writing emerged in societies as a result of cultural change which creates new communicative need. Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea.

Because of the complexity in writing, the teacher may vary the strategies in teaching the students, in order that they are motivated to learn it. However, teachers teach student passively, they ask the students to read the task, open the book exercise and then do the exercise. The teacher asks the students to write the words without giving the example to use it in communication. Some students do not know the function of this language exercise. So, the students are not interested in English learning process. They become passive and feel bored in learning English. Therefore, the English teaching learning process is not effective. So, the researcher will use the other method that can improve the student's ability in English writing skill. Here, the researcher uses real object

method to teach English writing. The reason of using this method because by seeing real object, the students can express their ideas and less afraid to make errors.

To make students able to write English well, teacher can be creative to manage the class so that the students are active and interested in involving in the teaching learning process. Otherwise, there were many problems appear in the teaching learning process, such as the problem that students face in the writing class. First, it relates to the condition of the student who is lack of vocabulary that will make them unable to write English during writing class. Second, the teacher only gives materials, like reading dialog, text from hand book and completing. It makes the students bored. Third, there is no high motivation to learn since the students have little opportunity to express their idea. Because of these problems, the students' score in English writing is very low. These problems are found by the researcher at SMP N 2 Pracimantoro.

From the problem mentioned, the researcher tries to give solutions for the teacher to teach or implement one of the teaching materials. There is a teaching material which becomes the interest of the students to learn, namely real object material. This material is designed to stimulate the student's interest to learn.

Real object is everything around us and which we will find it easily. It is one kind of teaching materials. Real world objects have two characteristics. They all have state and behavior. For example, dogs have state (name, color, breed, etc) and behavior (barking, fetching, wagging tail). Bicycles also have

state (current gear, current speed, etc) and behavior (changing gear, changing pedal cadence, applying brakes). Identifying the state and behavior for real world object is great ways to began thinking in terms of object-oriented. (<http://java.sun.com/docs/books/tutorial/java/concepts/object.html>.accessed on 10 July 2008).

The objective of learning writing is producing written text. In teaching English, the teacher should choose writing task which is useful and interesting for the students. Using real objects is a way to make the students interested and fun. The students can express their ideas by seeing the object directly. They can describe what they see. Besides, real objects are things which can help create the student's ideas. Therefore, teaching writing using real objects can improve the student's writing ability. This method is hoped can be relevant method to give solution from the problem of writing lesson.

Based on the background above, the researcher is interested in conducting IMPROVING WRITING SKILL BY OBSERVING REAL OBJECTS TO THE 8<sup>TH</sup> YEAR OF SMP NEGERI 2 PRACIMANTORO IN 2008/ 2009 ACADEMIC YEAR.

## **B. Previous Study**

In accomplishing this research, the researcher uses the previous research dealing with the topic. Fitri Wulansari (2007) conducted a research entitled “*A Descriptive Study on the Method of Teaching Writing applied by Teacher at SMA N Kebakramat in 2006/ 2007 Academic Year*”. She focuses on to analyze the method of teaching writing applied the teacher at SMA Negeri Kebakramat.

Another researcher has been done by Rini Solihah (2007). In her research “*Learning Strategies used by the Students of SMP N 1 Kartasura at The 8<sup>th</sup> to Develop Writing Skill (A Case Study)*”. She focuses on to the students’ ability in developing writing skill with a good grammar and punctuation.

Furthermore, the researcher applied the different method and purpose in this research. The researcher focuses on her research of improving writing skill by observing real objects and the subject is the 8<sup>th</sup> year student of SMP N 2 Pracimantoro in 2008/ 2009 Academic Year.

## **C. Problem Statements**

Based on the background, the researcher formulates the problem as follows: “Does observing real objects improve the students’ writing ability?”

#### **D. Limitations of the Study**

The researcher makes limitations of the study as follows:

1. The study is only on the implementation of teaching writing by observing real objects to improve students' writing skill to the 8<sup>th</sup> year students of SMP Negeri 2 Pracimantoro in 2008/ 2009 academic year, particularly descriptive writing suggested by the curriculum.
2. The source of data is limited to the 8<sup>th</sup> year students of SMP Negeri 2 Pracimantoro in 2008/ 2009 academic year.

#### **E. Objectives of the Study**

In relation to the research statements mentioned above, the general objective of this study is to describe the improvement of the students writing skill. Specifically, it aims:

1. To describe the teaching learning process of writing skill by using strategy of observing real objects to the 8<sup>th</sup> year student of SMP Negeri 2 Pracimantoro in 2008/ 2009 academic year.
2. To explain whether or not teaching writing by observing real objects can improve the students' writing skill.
3. To describe the response of second year students of the implementation of observing real objects.

## **F. Benefit of the Study**

The researcher hopes this research will have some benefits in the study of teaching writing. The following benefits are:

### **1. Theoretical Benefits**

This research hopes to improve teaching learning process in general and learning the English as a foreign language in particular and to improve the method used by English teacher in selecting effective technique and appropriate condition especially in teaching writing.

### **2. Practical Benefits**

- a. The result of the research can be used as input of teaching learning process in Junior High School especially in teaching writing skill.
- b. The result of the research also can be used as one of the references for those who want to conduct a research in English teaching learning process.

## **G. Research Paper Organization**

The researcher makes an organization of this paper in order to make an easy understanding. There are six chapters in this research paper.

Chapter one is introduction. It includes the background of the study, previous study, problem statements, limitations of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter two is underlying theory which is consisted of the notion of teaching, the notion of writing, the notion of writing skill, strategy in writing, method in teaching writing, type of writing, principles of teaching writing, the roles of teacher in teaching writing, the notion of real objects, real objects in teaching writing, theoretical framework, action hypothesis, and performance indicator.

Chapter three is research method. This chapter deals with type of research, procedure of classroom action research, subject of the research, object of the study, data and source of data, method of collecting data and technique for analyzing data.

Chapter four is research finding and discussion.

Chapter five consists of conclusion and suggestion.