

**STUDENTS' PERCEPTIONS OF ENGLISH WRITING LEARNING
PROGRAM IN 8th GRADE AT SMP NEGERI 1 KALIJAMBE
ON 2017/2018 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
For Getting Bachelor Degree of Education
In English Department**

By

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2018**

APPROVAL

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PUBLICATION ARTICLE

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ABSTRAK

Penelitian ini membahas tentang bagaimana persepsi siswa tentang pelajaran menulis pada siswa kelas delapan di SMP N 1 Kalijambe tahun ajaran 2017/2018. Tujuan dari penelitian ini adalah untuk mengetahui dan mendiskripsikan persepsi siswa dalam program pembelajaran menulis bahasa Inggris di kelas mereka. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Subjek penelitian ini adalah cerita dan pernyataan dari lima siswa kelas delapan sekolah menengah pertama. Pengumpulan data dilakukan dengan tehnik wawancara, sedangkan metode analisis data adalah dengan analisis isi. Hasil penelitian terhadap persepsi siswa dalam program pembelajaran menulis bahasa Inggris di kelas mereka adalah: data dari narasumber yang dianalisa menjadi tiga tema yang diklasifikasikan dalam dua kerangka, seperti: 1) persepsi siswa dalam proses pembelajaran yang terdiri dari dua yaitu kelas pembelajaran menulis menyenangkan untuk siswa dan kelas menulis yang tidak menyenangkan bagi siswa, 2) kesulitan yang dihadapi oleh siswa dalam pembelajaran di kelas.

Kata kunci : persepsi siswa dalam menulis, pembelajaran menulis di sekolah menengah pertama, pembelajaran menulis bahasa inggris

ABSTRACT

This research discusses about how are the students' perceptions of writing learning class at eighth grade of SMP N 1 Kalijambe on 2017/2018 academic year. The purpose of this research is to know and describe students' perceptions on English writing learning program in their class. Type of this research is descriptive qualitative. This research subject is story and statement by five students in eighth grade of junior high school. Method of collecting data is interview, while the method of data analysis is through qualitative content analysis. The result of the research on students' perceptions of English writing learning program are: the data from the interviewees which analyzed raises into three themes which clasify in two framework, such as: 1) students' perception in learning process which consist of two theme writing learning class being pleasant for student and writing learning class being unpleasant for student, 2) difficulties faced by students in classroom learning.

Keywords : students' perception on writing, writing learning in secondary school, learning english writing

1. INTRODUCTION

Everyone who comprehends English should master the four skills. Similarity Uma and Ponnambala (2001) states mastering language skills will

determine the students' communicative competence in the target language. One of the ways to indicate students' ability in English is by analyzing their writing. Analyzing the students' writing works enables us to have better perception on students' understanding about students' skill particularly on writing.

In writing, students need to acquire those first to make sure what they want to write. They have to write about what they think in their mind and state it on a paper by using the correct procedure. According to Richards & Renandya (2002), as cited in Fauziati (2015), writing is the most difficult skill to master for foreign language learners due to not only need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into a readable text.

From the four skills in English, writing is arguably the difficult one. Moreover, in school levels, each level has difficulty stage itself. The difficulties are not always come from teacher's method, sometime it can produce by the students. The writing for students is the hard one to understand but they should master it.

teacher in SMP Negeri 1 Kalijambe teaches English which also focused on students' writing. Some of the student is less interest when the teachers ask them to write the material. The teacher realize that the students' hard to memorize vocabulary, hard to understand, and they do not know how is the sentences structural.

The researcher take the students' perception as the main point is because teacher usually know how to make innovation in learning, but that is not always work for every students. The researcher needs to know the problem solve from another point of view. Students are part of teaching and learning which need to notice.

This research uses descriptive qualitative research to collect the data. In this research, the researcher will conduct interview with the students of SMP N 1 Kalijambe for the data.

2. METHOD

The researcher uses descriptive qualitative research to collect and analyze the data. According to Moleong (2007) descriptive qualitative research having in view to comprehend natural phenomenon where off by research subject for example behavior, perception, motivation, action, by holistic and exploiting various natural method. It means that descriptive qualitative is a type of research which analyzing the data without involving numeric. Glass and Hopkins (1984) state that descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection. In other side the researcher wants to study about students' perceptions which take the data using interview method. That is the reason why the researcher used descriptive qualitative research to collect and analyze the data.

3. FINDINGS AND DISCUSSION

3.1. Students' perception in learning process

3.1.1. Writing learning class is pleasant for students

In oxford dictionary describe that pleasant is giving a sense of happy satisfaction or enjoyment. The synonym of pleasant is enjoyable, pleasing, pleasurable, nice, agreeable, attractive, friendly, and easy to take. Pleasant is cause to feel happy and satisfied of something. It means that if the students are pleasant they feel enjoy to the learning. They can be attractive and easy to take the teacher explanation.

In collecting data researcher found that the interviewee is pleasant to the learning. The interviewee is supposed that they were pleasant to the learning depends on some external factors in their classroom. The researcher found that using LCD and fun learning method using song can make the students more interesting in studying writing in writing learning class. It proved by the statement:

The interesting thing is when using LCD.

The interesting thing is when learning using LCD than all of us singing.

I like when the teacher teaches using baby shark.

When the teacher use the LCD and sing together I feel happy and excited.

I prefer when learn using LCD.

The interviewee statements can be implied the interviewees feel pleasant when they are learning writing material in class. From the statement the interviewees argue that they are pleasant with the writing learning class because of many reasons. The same statements that appear are the fun learning by the teacher and the personal interesting of the foreign language. The media that teacher used to teach is create interesting learning especially in writing learning. The interviewees said that through writing learning the interviewees' tries to work hard to understanding in writing learning in their class.

3.1.2. Writing learning class is unpleasant for students

The interviewees are having a personal perception about the writing learning class. They said that the class is being unpleasant for them. Unpleasant is something which is disagreeable, painful, or annoying in some way. If something is unpleasant, it will give bad feelings, for example it will create upset feeling or uncomfortable. The interviewees' tries to answer the question based on their own perception about writing learning in their class.

The statement which most interviewees said is that they feel unpleasant is because of arranging words. They think that making sentences by arranging word is making them unhappy. It verify by the statement such as:

That is not interesting when we asked to arrange sentences.

The unhappy thing is when we asked to arrange the sentence. It is very difficult.

Once, when the teacher is asked students to rearrange a sentence from the words which is arrange randomly.

Based on the all statement above, the researcher can conclude that the interviewees feel unhappy when learning especially in writing learning class. It because some reason that appears from any aspects. The researcher find that in the interviewee statement sometimes the teacher explanation is unclear, when the interviewee asked to rearrange word it feel so hard. Than the interviewees supposed that rearrange word to be sentences are hard to do. The difficulties in writing learning class are creating the unpleasant feeling for interviewees. The interviewees are quite understood about the material because the teacher not clears when giving explanation so the interviewees miss some of the material.

3.2. Difficulties faced by students in classroom writing learning

Students in writing learning class sometimes they have difficult things which faced. The difficulty can appear because of any reason. One of the reason is when studying writing are confused to choose the words. The students think that it may because of their vocabulary. It proves by some statement such as:

When searching for the right phrase in English.

No, because I still cannot write the correct word in English.

Often wrong in writing the correct English.

The meaning of the word sometimes I do not understand

Difficult in determining the right words in making sentences.

Based on the quotation above, the conclusion from the interviewees problem when studying writing are confused to choose the words, confuse in combining word to be right structural, and it is the foreign language which is hard to understand. The statement proves to say it is conclude that writing is a challenging thing for interviewees as students.

4. CONCLUSION

In this section which has a clear and brief picture of what the researcher has written in the previews analysis. The researcher draws the following conclusions. The conclusions answer the problem statement of this research. The interviewees are five students of SMP Negeri 1 Kalijambe. The students told about their experiences in learning writing than they mention the challenges that they are faced during studying in classroom. Based on the interviewee, there are three explicative themes to recognize their experiences.

From the result of the research, the researcher can present the conclusions. First, the data from the interviewees which analyzed raises into three themes which clasify in two framework, such as: the first students' perception in learning process which consist of two theme writing learning class being pleasant for student and writing learning class being unpleasant for student, the second is difficulties faced by students in classroom learning.

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