

MILIK PERPUSTAKAAN
ZAWIYAH COT KALA LANGSA

TEACHING WRITING BY USING SELF-EDITING TO THE SEVENTH
GRADE STUDENTS OF SMP NEGERI 1 NURUSSALAM BAGOK
(An Experimental Research at SMP Negeri 1 Nurussalam Bagok)

THESIS

Submitted By :

YUYUN RAHMAWATI

The Student of English Department
Tarbiyah Faculty
Student No : 140800215



STATE COLLEGE OF ISLAMIC STUDIES
ZAWIYAH COT KALA LANGSA
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**Submitted to the Tarbiyah Faculty STAIN Zawiyah Cot Kala Langsa
as a Partial Fulfilment of the Requirements for Sarjana
Degrees S -1 in Teacher Education**

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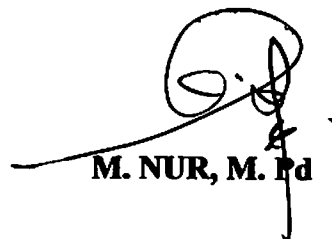
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The Researcher

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ABSTRACT

This thesis is entitled " *Teaching Writing by Using Self Editing to the Seventh Grade Students of SMP Negeri 1 Nurussalam Bagok*. Teaching writing is giving knowledge to someone about how to write in a good writing and Self-editing is correct my own mistakes in writing by our self, correct my mistakes done self to have a good writing, reworking of sentence, paragraph or anything related to aspect of writing.

The purpose of this research is to know whether the self-editing is effective in teaching writing and focused on writing verb and to be in the sentences. The study is also conducted to know how the teacher teaches writing. The study is teaching writing by using self editing to the Seventh grade students and the kind of research is experimental research. This research is experimental study in which the experimental class and controlled class are conducted by the writer. The data was analyzed by quantitative approach through showing the means of students' score of writing by using self editing and not using self editing technique.

In this research the researcher took classes as samples, those are VIIa and VIIb. The sample of this research is 52 students, 26 students in the class VIIa as experimental group and 26 students in the class VIIb as controlled group. In this case the researcher took all of the population as sample because the population in this school is only 52 students. In the experimental group, the researcher used self editing as strategy in teaching writing, mean while in the control group was taught without using self editing. After teaching learning process for four meeting the researcher gave post-test to the students. The result of the test shown that the students achievement in control group was longer than experimental group; this is proved by the mean score got by the students in experimental class (82,42) while in the control class (66,42). Based on the research the researcher concludes that using the self editing strategy effective in teaching writing.

The conclusion of this study is that the self editing is effective in teaching writing to the students of seventh grade and the students feel interested and gratified in learning writing. The study suggests that first; the teacher should motivate their students in learning writing. Second, the teacher should apply a suitable method and variety of methods to avoid boredom in learning writing and can make students more motivated and interested in learning. The last, the school must improve the quality of school by providing good human resources.

CHAPTER I

INTRODUCTION

1.1 Background of the study

The aim of learning English at the SMP Negeri 1 Nurussalam Bagok is to enable students to communicate in English. The communication skill is reached through the development of the four major skills, namely: listening, reading, speaking, and writing which are presented integrative as suggested in the curriculum.

Among the four important skills, writing is often overlooked in the teaching of English in the schools although it is stated in the curriculum. There are some reasons for some teachers to ignore the skill. Firstly, writing is not tested, so it is not a problem. Secondly, the curriculum emphasizes on reading. Thirdly, teaching writing takes so much time that it is hard to integrate it with the other skills and besides they do not have time to correct the students' writing. And, fourthly, writing is difficult to teach. This last reason is in line with the statement from Heaton. He says that among the four language skills writing is the most complex and sometimes difficult to teach, requiring mastering not only of grammatical and rhetorical devices but also of conceptual and judgments.¹

In the draft of SMP/MTs (*Kurikulum Tingkat Satuan Pendidikan, 2006*), it is stated that the objectives of teaching and learning of writing for the student that the objectives of teaching and learning of writing for the students of the first

¹J.B.Heaton, *Writing English Language Tests* (New York: Longman, 1999), P. 135.

year are to develop their ability to 1) write words, phrases, or short sentences correctly, 2) give written information by using short sentences consisting of six or eight words, and 3) write short dialogs or paragraphs consisting of at the most four lines.² For the seventh year students, the objectives are to develop the students; ability to write simple short functional text, expressing meaning or ideas used simple short functional short, dialogs, or paragraphs. To reach the objectives an English teacher should find teaching materials, media, and techniques which are suitable to help his students.

Apart from the objectives of the curriculum, teaching writing is very important. Asliyah found that the benefits students get from essay writing in English are improvement in the mastery of the vocabulary, knowledge of the topic being discussed, mastery of mechanic of writing, mastery of writing, and skill in writing.³ Harmer explains that the reason for teaching writing to students of English as a foreign language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right.⁴ He furthermore invites us to look at these in turn. First, he explains, it is as reinforcement of the language learning because some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the

²Departement Pendidikan Nasional. *Kurikulum berbasis kompetensi Mata Pelajaran bahasa inggris SLTP dan MTs* (Jakarta: Pusat Kurikulum Badan Penelitian dan Pengembangan Depdiknas, 2002), P. 10

³A. Chaedar Asliyah, Improving Writing Skills through Collaborative Writing. In Bambang Yudi Cahyono & Utami Widiati (Eds), *The Tapestry of English Language Teaching and Learning in Indonesia* (Malang: State University of Malang Press, 2004), P. 34.

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2000), P. 79.

language written down, students often find it useful to write sentences using new language shortly after it useful to write sentences using new language shortly after they have studied it. Second, it is as a trigger of language development because the actual process of writing helps the students to learn as they go along. And third, the students' learning style in learning a language is different from one another. Some students are fantastically quick at picking up language just by looking and listening. For the rest of the students, it may take a little longer; the time to think things thought in a slower way is invaluable. Writing is appropriate for such learners, and fourth, as skill writing is just as important as speaking, listening, and reading.

Based on the observation that writer conducted in preliminary study, students have a lot of problems in writing, and the researcher could identify the real problems faced by students in this school in learning and the teacher in teaching the writing skill. The first problem is that the students' writing is not satisfactory, in terms of content, organization, language use, and vocabulary. Second, the students had difficulty in finding ideas. Third, the students are not able to write a good paragraph. Lastly, the students had low motivation during teaching and learning process.

In order that the problem face by the teacher and students could be solved, the researcher offers some possible solutions. The teacher should teach writing to the students by using self editing technique, editing is the best taught as

an isolated skill and from the time children are old enough to rework a piece of writing, they are old enough to self-edit and peer edit.⁵

Based on the consideration above, the researcher decides to carry out the research entitled: **“Teaching Writing by Using Self-Editing to the Seventh Grade Students of SMP Negeri 1 Nurussalam Bagok (An Experimental Research)”**.

B. Statement of The Problem

In line with the background of the study, the problem can be formulated in the following question: *“Is it effective to use self-editing technique to improve writing skill?”*

C. Objective of the Study

Based on the problem of the study, the writer draws the aims of this study is to know the students effectiveness of using self-editing technique to improve writing skill

D. Significant of the Study

The result of this study are expected to be able to give the theoretically and practically.

As theoretically, the finding would enrich their teaching technique to apply for the students in any schools, the result besides, it will help researcher to find out the students strategies that they used in mastering writing. It is also expected to contribute to the English teachers and students of SMP Negeri 1

⁵ Dianne Dachyshyn, *Homeschool Article* (<http://www.homeschool-article.com>) accessed on July, 19th 2012

Nurussalam Bagok. The description about the real condition of learning-teaching English is very useful for the English teachers to improve the quality of their teaching. Moreover; the findings of the study can be contribution in teaching and learning process for other teachers. The efficiency and effectiveness of using a good technique.

As practical contributions, the results are useful to:

1. To provide information for the students to understand in good their writing
2. To be useful for the teachers to arrange new methods of teaching
3. To be beneficial for the students to write better in writing
4. To be useful for the students of SMP (Junior High School) to enrich their learning techniques to discuss in the classroom and they can improve their writing ability.
5. To increase SMP Negeri 1 Nurussalam Bagok students' competence in English, especially in writing skill
6. To be useful for the researcher to know the effectiveness of using self-editing technique in teaching writing.

E. Hypothesis

Hypothesis is the temporary assumption that becomes of the answer of the problem of the study. Hypothesis needs to be tested its correct or not through a research, in this case the writer draws hypothesis of this study as follows:

Ho: Self-editing technique is not effective to improve writing skill to seventh grade students of SMP Negeri 1 Nurussalam Bagok

Hi : Self-editing technique will be effective to seventh grade students of SMPN 1 Nurussalam Bagok

F. Terminology

To avoid the misunderstanding, the following terms are clarified.

- 1. Teaching writing is giving knowledge to someone about how to write in a good writing. Teaching is also known as transfer the knowledge to someone in formal and informal education. Give the knowledge about some think and teach about education on the way to good write and appropriate with the role or grammar and be interactive for each other.**
- 2. Self-editing is correct our own mistakes in writing by our self. Correct the mistakes that do by our self to be a good writing. Rework of sentence, paragraph or anything which related to aspect of writing. Self-editing or self revision is doing by using mouth and ear, use mouth to read and your ear will correct with listen it. Although, use own part of body, when listen it we know that the right or wrong in our writing with the correct it into a good grammar and usual language we hear.**