SKRIPSI

TEACHING WRITING RECOUNT TEXT TO THE TENTH GRADER OF SMA 1 KARANGANYAR DEMAK IN THE ACADEMIC YEAR 2017/2018

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MOTTO AND DEDICATION

MOTTO

“Success is not a final and failure is not an initial”.

DEDICATION

This final project is dedicated especially to:

- Her parents, Mr. Sulikan and Mrs. Noor Amalia who always pray, support and guide for her success.
- Her sister, Sulfidha Ariesta Safitri who always support her everytime.
- All of her best friends who do not stop supporting and motivating to finish this skripsi.
- Almamater.
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This is to certify that the *Skripsi* of Ovy Fajar Lheliana (2013-32-036) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

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Finally, the writer needs some criticism and suggestion from the readers to make this skripsi better.

Kudus,
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ABSTRACT
Fajar Lheliana, Ovy. 2017. Teaching Writing Recount Text To The Tenth Grader of SMA 1 Karanganyar Demak. Skripsi, English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dra. Sri Endang Kusmaryati, M.Pd. (2) Titis Sulistyowati, S.S, M.Pd.

Keywords: Teaching Writing, Recount Text.

Writing is one of the activities that teacher and students do in the process of teaching and learning especially in writing recount text. Recount text is a text that retell past events for the purpose of informing or entertaining.

The problem of this study are: 1) What are the teacher and students’ activities in teaching and learning writing recount text to the tenth grade students of SMA 1 Karanganyar Demak in the academic year 2017/2018, 2) What are the teacher’s problems in teaching and learning writing recount text to the tenth grade students of SMA 1 Karanganyar Demak in the academic year 2017/2018.

This research is qualitative study, which are observation and interview to collect the data. The observation is used to shows the teacher and students activities in teaching and learning writing recount text, There were three steps in teaching: Pre-teaching, Whilst-teaching (observing, questioning, experimenting, associating, and communicating), Post-teaching.

The writer used interview to know about the teacher’s problems in teaching and learning writing recount text. The writer interviewed one of English teacher in SMA 1 Karanganyar Demak. The writer concludes that there are some teacher’s problems in teaching writing recount text; grammar, spelling, content, organization, vocabulary, and language, except in mechanics.

Therefore, the writer suggests that the teachers have to give explanation about how to write a recount text and how to give motivation in their English writing. Besides that, the student should learn and practice more in writing and more active in teaching and learning process. The last, the other researchers it is necessary to conduct further research with same object and different perspective in process of teaching and learning writing recount text.
ABSTRAK


Kata Kunci: Mengajar Menulis, Teks Recount.

Menulis adalah salah satu kegiatan guru dan siswa dalam proses belajar mengajar khususnya dalam penulisan teks recount. Teks recount adalah teks yang menceritakan kembali peristiwa masa lalu untuk tujuan menginformasikan atau menghibur.


Penelitian ini merupakan penelitian kualitatif yang menggunakan observasi dan wawancara untuk mengumpulkan data. Observasi untuk melihat kegiatan guru dan siswa dalam pengajaran dan pembelajaran menulis teks recount, ada tiga tahap dalam pengajaran yaitu: sebelum-pengajaran, dalam-pengajaran (mengamati, mempertanyakan, bereksperimen, berasosiasi, dan berkomunikasi), akhir-pengajaran.

Penulis menggunakan wawancara untuk mengetahui tentang masalah guru dalam pengajaran dan pembelajaran menulis teks recount. Penulis mewawancarai salah satu guru Bahasa Inggris di SMA I Karanganyar Demak. Penulis menyimpulkan bahwa ada beberapa masalah guru dalam pengajaran menulis teks recount yaitu; tata bahasa, ejaan, isi, organisasi, kosa kata, bahasa, kecuali dalam mekanika.

Oleh karena itu, penulis menyarankan bahwa para guru harus memberikan penjelasan tentang bagaimana menulis teks recount dan memberi motivasi dalam tulisan Bahasa Inggris mereka. Selain itu, siswa harus belajar dan berlatih lebih banyak secara tertulis dan lebih aktif dalam proses belajar mengajar. Yang terakhir, peneliti lain perlu melakukan penelitian lebih lanjut dengan objek yang sama dan perspektif yang berbeda dalam proses pengajaran dan pembelajaran penulisan teks recount.
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