



**THE WRITING ABILITY OF SEVENTH GRADE
STUDENTS OF SMP 4 KUDUS IN WRITING DESCRIPTIVE
TEXT TAUGHT BY USING PARALLEL WRITING
TECHNIQUE IN ACADEMIC YEAR 2013/2014**

**By:
Rizza Widodo Setiawan
2009-32-189**

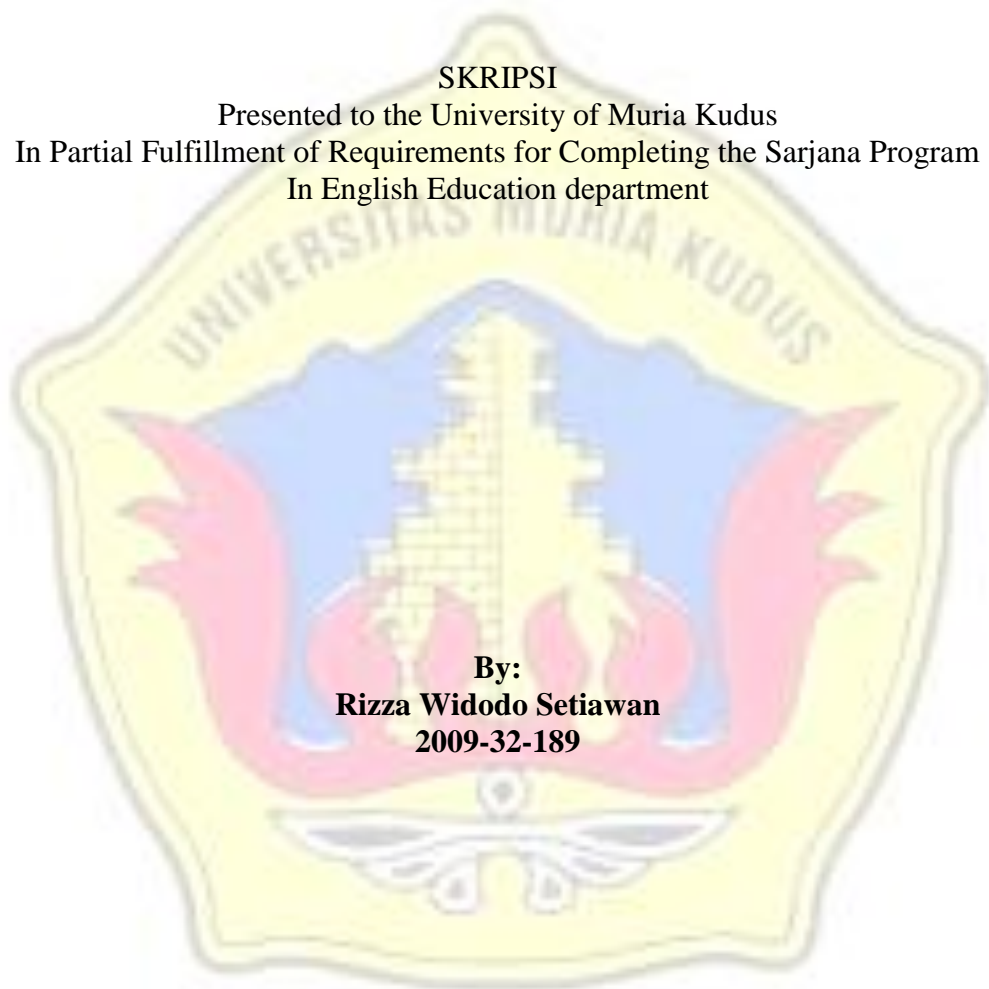
**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2014**



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KUDUS IN WRITING DESCRIPTIVE TEXT TAUGHT BY USING
PARALLEL WRITING TECHNIQUE IN ACADEMIC YEAR 2013/2014**

SKRIPSI

Presented to the University of Muria Kudus
In Partial Fulfillment of Requirements for Completing the Sarjana Program
In English Education department



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Rizza Widodo Setiawan
2009-32-189**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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2014**

MOTTO AND DEDICATION

Motto:

Man Jadda wa Jadda.

Impossible is nothing.

Think the best, do the best, and get the best.

From nothing to something



This skripsi is dedicated to:

- ☆ His beloved mother "*Murtiah*" and father "*Ridwan*"
- ☆ His beloved brother "*Almarhum Adi Setiawan bayu cahya*"
- ☆ His great motivator "*Mario Teguh*"
- ☆ His great advisors "*Titis Sulistyowati, S.S, M.Pd*" and "*Dr Slamet Utomo, M.Pd*"
- ☆ His dearest best friends "*Diana, Sri, resha Jack, Hany, Vina, and All of member Bolang'09*"
- ☆ Everyone who knows and cares about him

ADVISORS' APPROVAL

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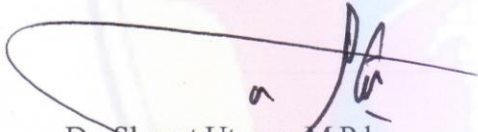
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Acknowledged by:

The Dean of Teacher Training of Education Faculty



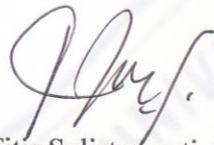
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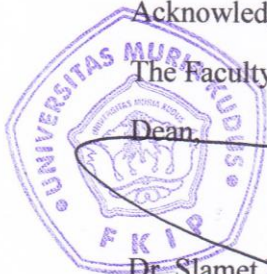
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Finally, the writer would like to admit his imperfections in finishing this research proposal. There are a lot of things need to be revised, and thus he welcomes any suggestions, criticisms, and revisions to help make this skripsi better.

Kudus, 21th August 2014

The writer

ABSTRACT

Setiawan, Rizza Widodo. 2014. *The Writing Ability of Seventh Grade Students of SMP 4 Kudus in Writing Descriptive Text Taught by Using Parallel Writing Technique in Academic Years 2013/2014. Skripsi.* English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (i) Dr. Slamet Utomo, M.Pd., (ii) Titis Sulistyowati, SS, M.Pd.

Keywords: Writing Descriptive Text, Parallel Writing Technique.

Many people think that being able to write well is talent that one either has or does not have. Actually, everyone will be able to write effectively if they learn some technique in writing and practice. One of them is students regard that writing is not easy. Besides, there is an internal factor; students are usually afraid in arranging or making text in English. So, the students are lazy to write down their idea on a paper. Their low creativity writing needs some method and special technique in order to appeal their attention. One way to increase their creativity is invite the students to active in direct practice. To solve the students' problem to share their idea on written, parallel writing technique is used to teach them in motivating their writing skill.

This research has a purpose to find out the answer from the statement of the problem. The purpose is to find out whether or not there is any significant difference between the writing ability of writing descriptive text of the seventh grade students of SMP 4 Kudus in the academic year of 2013/2014 before and after being taught by using Parallel Writing Technique.

This is a quantitative research. The method of the research is experimental. This design of the research is the experimental method which uses pre-test and post-test. The population is the seventh grade students of SMP 4 Kudus in the academic year 2013/2014. The total number of the population is 266 students. That divided into seven classes. The sample is class G. After the students were given the pre-test, they were given treatment for five meeting. Then, the data were analyzed using t-test method to find out whether or not there is a significant difference between the Writing Ability in Writing Descriptive Texts of The Seventh Grade Students of SMP 4 Kudus in The Academic Year 2013/2014 before and after being taught by using Parallel Writing Technique.

The result of the research, the mean of pre-test is 6.46 and the mean of post-test is 72.8. It can be concluded that the t-observation 4.6 in the level of significance $\alpha = 0.05$ and the degree of freedom (df) 34 which is gained from $N-1$, the t-table is 2,04. Thus, H_0 is rejected and H_1 is accepted. So, the hypothesis states, "There is any significant difference between the writing ability in writing

descriptive texts of the seventh grade students of SMP 4 Kudus in the academic year 2013/2014 before and after being taught by using Parallel Writing Technique” is accepted.

The writer hope this study can be used by the teacher as one way to enrich the reference about improving the students’ writing skill in the seventh grade students, and also as a consideration for the teacher to choose parallel writing technique as an alternative technique to help and make students write the composition easily.



ABSTRAK

Setiawan, Rizza Widodo. 2014. *Kemampuan menulis siswa kelas tujuh SMP 4 Kudus tahun pelajaran 2013/2014 dalam pengajaran menulis teks descriptive menggunakan teknik menulis secara paralel*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing (i) Dr. Slamet Utomo, M.Pd., (ii) Titis Sulistyowati, SS, M.Pd.

Kata Kunci: Menulis Descriptive, Tehnik Menulis secara Paralel.

Banyak orang berpikir bahwa kemampuan menulis dengan baik adalah suatu bakat yang dimiliki atau tidak dimiliki oleh seseorang. Sesungguhnya setiap orang akan mampu menulis secara efektif jika mereka mempelajari beberapa strategi dalam menulis dan mempraktekannya. Ada beberapa masalah dalam keterampilan menulis. Salah satunya adalah siswa selalu takut menyusun atau membuat teks dalam bahasa Inggris. Disamping itu, ada beberapa faktor dari dalam diantaranya; siswa malas untuk menuliskan idenya di kertas. Rendahnya kreatifitas menulis yang membutuhkan beberapa metode dan tehnik khusus agar supaya menarik perhatian. Salah satu cara untuk meningkatkan kreatifitas adalah mengajak siswa untuk aktif dalam kegiatan menulis langsung. Berbagai ide dalam kegiatan menulis untuk mengatasi masalah siswa, tehnik menulis secara paralel digunakan untuk mengajar mereka dalam memotivasi keterampilan menulis.

Penelitian ini memiliki tujuan untuk mencari tahu jawaban dari pernyataan masalah. Tujuannya adalah untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara kemampuan menulis kelas tujuh SMP 4 Kudus pada tahun akademik 2011/2012 sebelum dan sesudah diajarkan dengan menggunakan tehnik menulis secara paralel.

Ini adalah penelitian kuantitatif. Metode dari penelitian ini adalah eksperimental. Desain dari penelitian ini adalah metode eksperimental yang menggunakan pre-test dan post-test. Populasinya adalah siswa kelas tujuh SMP 4 Kudus pada tahun akademik 2013/2014. Jumlah populasi adalah 266 siswa. Mereka terbagi dalam tujuh kelas. Sampelnya adalah kelas G. Setelah siswa di beri pre-test, mereka di beri treatment selama lima pertemuan. Kemudian, data dianalisis dengan menggunakan metode t-test untuk mengetahui apakah ada atau tidak perbedaan yang signifikan antara pencapaian penulisan kelas tujuh SMP 4 Kudus pada tahun akademik 2013/2014 sebelum dan sesudah diajarkan dengan menggunakan tehnik menulis secara paralel.

Hasil penelitian, rata-rata pre-test adalah 64,6 dan rata-rata post-test adalah 72,8. Hal ini dapat di simpulkan bahwa t-pengamatan 4,6 pada tingkat signifikansi = 0,05 dan derajat kebebasan (df) 34 yang di peroleh dari N-1, t-tabel 2,04. Dengan demikian, H0 ditolak dan H1 di terima. Jadi, hipotesis menyatakan, “Ada perbedaan signifikan antara kemampuan menulis descriptive teks kelas tujuh SMP 4 Kudus pada tahun akademik 2013/2014 sebelum dan sesudah diajarkan dengan menggunakan tehnik menulis secara parallel” diterima.

Penulis berharap penelitian ini dapat di gunakan oleh guru sebagai salah satu cara untuk menambah referensi tentang peningkatan keterampilan menulis siswa kelas tujuh, dan juga sebagai pertimbangan untuk para guru dalam memilih tehnik menulis secara parallel sebagai tehnik alternative untuk membantu dan membuat siswa menulis karangan dengan mudah.

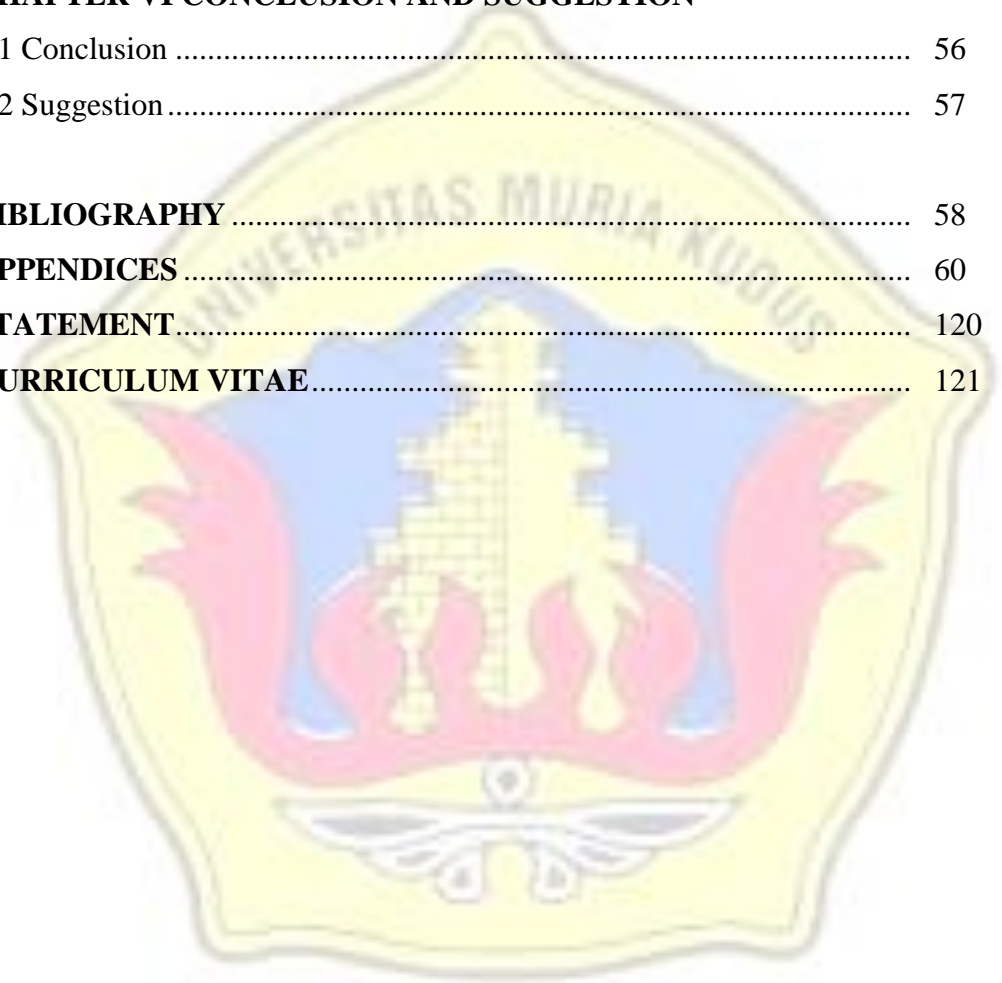


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