

**THE STUDENTS PERCEPTION ON THE
IMPLEMENTATION OF SOCIOGRAM IN DESCRIPTIVE
TEXT FOR THE ELEVENTH GRADE STUDENTS AT SMK
MUHAMMADIYAH 3 PALEMBANG**

THESIS

**BY:
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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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SOCIOGRAM IN DESCRIPTIVE TEXT FOR THE ELEVENTH
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THESIS

Presents to

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In partial fulfillment of requirement

For the Degree of Sarjana in English Language Education

BY

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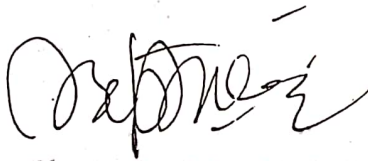
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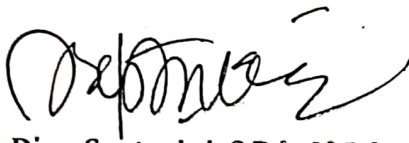


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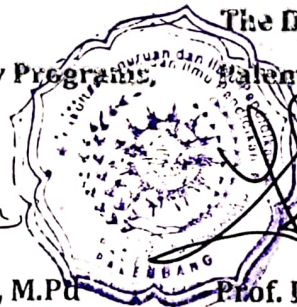
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MOTTO AND DEDICATION

Motto :

" Apapun yang terjadi tetaplah bernapas!"

Dedication :

The researcher would like to dedication this thesis for :

- 1. My Parents Mr. Heriyadi and Mrs. Ama who always given the trust to me for everything I do.**
- 2. My Brother Romeo, Danu, Nando who always there when I need someone to pick me up**
- 3. HALAL&BPOM group and MUI who always support and hear all of my gripes and give the happiness for my campus live.**
- 4. All of my class friends**
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thesis on time.**

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan dibawah ini:

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Menyatakan bahwa skripsi berjudul:


"The Students Perception on The Implementation of Sociogram in Descriptive Text For the Eleventh Grade Students at SMK Muhammadiyah 3 Palembang"

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, April 2024

Yang menyatakan,

A handwritten signature in black ink is written over a rectangular stamp. The stamp contains the text '1000' in large numbers, 'KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN' at the top, and 'USDOEALX463115174' at the bottom. The signature is written in a cursive style.

Putri Utami

ABSTRACT

Utami, Putri. 2024. The Students Perception on The Implementation of Sociogram in Descriptive Text For The Eleventh Grade Students at SMK Muhammadiyah 3 Palembang. This thesis by English Education Study Program Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (1) Dr. Tri Rositasar, M.Pd., (2) Dian Septarini, S.Pd., M.Pd.

This research aimed to find out the students' perception the implementation of sociogram in descriptive text for the eleventh grade student at SMK Muhammadiyah 3 Palembang. This research used a qualitative method. The sample of this research was students of eleventh grades of Major Hotel Accommodation at SMK Muhammadiyah 3 Palembang. This research was use purposive sampling. Data collection was done by questionnaire. The questionnaire consists of 14 statements, which were closed-ended questionnaire.

Based on the result the students' perception on the implementation of sociogram was Positive. The positive response came from students experience in learning descriptive text by using sociogram. The students agreed that sociogram as a media helped them easier to understand the writing skill especially in descriptive text. In addition, this research can be reference for English teachers to design writing teaching materials, especially in teaching descriptive text.

Keyword : Students Perception, Writing Descriptive text, Sociogram

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Finally, the researcher would like to thank to her beloved parents and brother who has being for the researcher home. The researcher also hopes this thesis will helpful for the readers. However, the researcher realizes if this thesis is far from being perfect and there are many mistakes and weakness. Therefore, the comments, criticisms, and suggestions are really help for this better thesis. Otherwise, hope this thesis will helpful for every reader.

Palembang, Mei 2024

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CHAPTER I

INTRODUCTION

This chapter consists of background of the research, formulation of the problem, objectives of the research, and significance of the research.

A. Background of the Research

Language is of the most important tools for communication among the nations all over the world. Language also plays as a crucial role in thinking and interacting. People can share ideas of feelings each other through language. Language is how people communicate and one of important language is English (Sirbu, 2015). Students are interesting in learning English but some students are dislike in learning English due to the situation in the class. In Indonesia English is as a foreign language. English is taught from the primary level up to higher education. There are four skills that should to be master in English, which are listening, speaking, reading and writing.

One important of English language skills is writing. Writing plays crucial role in both education and business sectors. It is essential for various purposes such as presentation, promotion, letters, journals, books, conferences, and more. According to Patel and Jain (2008) writing is field of linguistics involves the study of language and its various components, such as grammar, syntax, phonetics, and semantics. It presents a visual symbol by sounds language. Therefore, writing is an essential skill that necessitates instruction and regular exercise (p. 125).

Writing is a complex process which is needs to explore thought and ideas, to make it visible and to construct thought available for reflection. It means that when the writer starts to write the ideas, it can

be examined, reconsidered, added, rearranged, and changed (Ghaith, 2002).

In fact, the data from EF Education First 2023 Indonesia has a rank 79 from 113 countries and province and position in Asia 13 of 23. It means that Indonesian has low abilities in English. Teaching English in Vocation Senior High School is also have the goal to help students capable to understand about functional text and five kinds of texts such as, descriptive text, recount text, procedure text, narrative text, and report text. These kinds of text is including in learning English writing one of crucial skill in learning English. Block (1997) stated that someone takes the information and expresses their opinion trough writing. Writing is the best way to expresses their ideas. Through writing, the students can expresses the ideas, knowledge, opinions, their experiences and also their wishes. Learning writing and the other language skills should be taught and studied integrated.

According to (Kartika et al., 2017) one of the most obvious problem is the students low writing skill, the students get difficulty in exploring an idea into words, students can't make a good word order in simple paragraph, students often choose inappropriate words and students have low vocabulary mastery. (Kartika et al., 2017) also stated that students problems came from some of the students do not give their full attention, students are busy in talking to their friends, students do not try to ask the teacher about their difficulties in writing.

There are many students difficult to deliver their thoughts and idea into writing. Students are confused to deliver their thought in a good sentence and how to arrange the sentence become a paragraph. According to Gelp (1963) writing is a form of human communication by means of a set of visible signs which are related (p. 6). This highlight definition of writing is principally a representation of language which has number levels

of structure including sentences, words, syllables, and phonemes. Indeed, the history of writing is part of matter of the discovery and representation of these structural levels of spoken language which attempts to construct an efficient, general, and economical writing system capable of serving range of socially valuable functions. Literacy is a matter of competence with a writing system and with the specialized functions that written language serves in particular society (Gelp, 1963).

Writing is important, yet it is no easy to all students to write well in English writing one of difficult skill in learning English, it is due to some components on writing. Oshima and Hogue (2006) stated its components are ; structure, vocabulary, grammar, and conjunction word (P.275). Johnson and Louis (1987) state a literary sociogram is one of the visual symbols used to make students understand more about the descriptive text and literary sociogram is a graphic organizer that represents the relationship among characters (p.94). It helps the student think more deeply about descriptive text to be read. According to Durland and Fredericks (2005) sociogram or maps are graphic of pictures, image, or kind of relationship at a point in time. The strengthens statement of sociogram are tools that can then be used along with other network measure, to understand and to evaluate a relationship within the context of a particular situation, such as work teams, restructuring or company mergers.

Huang et al., (2007) stated that sociogram as simple visual illustrations to help people interpret them underlying network information (P.396). This strategy helps teachers with classes could construct a literary sociogram, a graphic organizer representing relationship between characters or object. The central character or object is place around students at suitable distances with their relationship and students can imagine what the story is about. Johnson and Louis (1987) describe the

sociogram construction as the most a valuable literature teaching technique for its adaptability. In teaching descriptive writing, the students rewrite the descriptive text by using sociogram. After students have read the descriptive text students can start writing, in this case students can build on students ideas and think deeper by creating sociogram and then students explaining the things their write.

Apriliana et al., (2020) said that the students sometimes found difficulties in writing descriptive text even they are already guided by their teachers to write. The students are difficult in writing paragraph. The students are difficult to express their ideas, and are not able to explain and describe clearly in writing. Therefore, teacher used sociogram as a tools to teach descriptive text. Sociogram is easy to make the students understand because students are able to think of some pictures which can be describe something by using sociogram. Sociogram is hope to make students more creative.

SMK Muhammadiyah 3 Palembang is an educational institution in Palembang. This school is vocational high school which is having three major, such as Hotel Accommodation, Fashion, and Culinary. Therefore, this school that really important in learning English because all of major of this school closely relate in English. Students are expect to be capable in mastering English, this reason make teachers look for various way to make students more interesting in learning English. One of learning media is Sociogram. Based on the interview with English teachers in this school is already learn about descriptive text with use sociogram. The students are active when they learning descriptive text by using Sociogram. The researcher choose population sample is major the eleventh grade of Hotel Accommodation. Writing is also important for Vocational senior high school especially for students of Hotel Accommodation because hotel accommodation have many terms in English and in hospitality English is

important for communication between hotel guests and hotel staff can run well, considering the large number of foreign guests who stay in Indonesia, for business or holiday purpose.

In fact, student's capability in writing skill is still less than enough. The teachers said that this is the reason why they are tried to make them interesting and improve their writing skill. Based on some research sociogram is can improve students writing achievement. Therefore, Researcher conduct this research is to find out students perception the use of sociogram as a tool in understanding the descriptive text.

Based on the explanation above, research interested in conduct a research with title: "***The Students Perception on the implementation of Sociogram in Descriptive Text for the Eleventh Grades Students at SMK Muhammadiyah 3 Palembang.***"

B. Formation of the Problem

The problem of this research was that: What is the students' perception on the implementation of sociogram in descriptive text for the eleventh grades student at SMK Muhammadiyah 3 Palembang?

C. Objectives of the Research

The objectives of this research was to find out student perception on the implementation of sociogram in teaching learning writing skill, especially in descriptive text for the Eleventh Grades Student at SMK Muhammadiyah 3 Palembang.

D. Significance of the Research

The result of this research are expected to be able to contribute to teaching and learning English as a foreign language and provide some information about learning and teaching by using Sociogram.

1. Theoretically

This research contributes to developing knowledge in students English language and can improve the teaching and learning technique.

2. Practically

This research is hope beneficial for:

a. The researcher

The result of this research answered the question of problem formulation as the basis of conducting this research.

b. The teacher

This research with hope to be appropriate way to teach English learning descriptive text by using sociogram especially for Vocational high school.

c. The Student

It is hopes the students can think creatively when create a Descriptive text by using Sociogram.

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