

**THE ELEVENTH GRADE STUDENTS' PERCEPTIONS ON THE  
IMPORTANCE OF ACADEMIC WRITING TO DEVELOP THEIR  
WRITING SKILLS AT SMK MUHAMMADIYAH 2 PALEMBANG**

**THESIS**

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**FACULTY OF TEACHER TRAINING AND EDUCATION**  
**ENGLISH EDUCATION STUDY PROGRAM**  
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**THESIS**

**Presented to**

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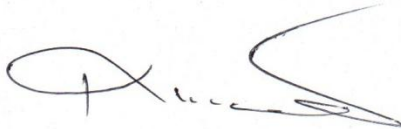
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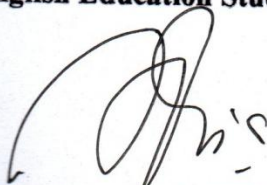


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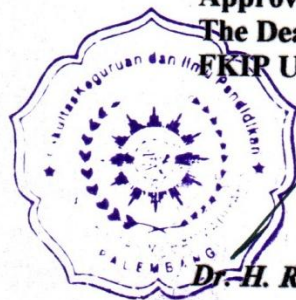
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**Approved  
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EKIP UMP,**



**Dr. H. Rusdy AS, M.Pd.**

*Motto :*

*✓ Remember that life's greatest lessons are usually learned at the worst times and from the worst mistakes*

*This is dedicated to:*

- ❖ My beloved Father and Mother, thanks for your love, endless pray, sacrifice. Advise, and motivate, you are the best in my life*
- ❖ My beloved sister Reni Fitriyani you are the best partner in the home and the kind sister for me.*
- ❖ All of my family, who have supported me, thanks a lot.*
- ❖ My best friends in this world, who always remind me to did a thesis and luckily to have you all (Mella Restania, Yunensi, Eka Fitriani, Tamara Becce Tenrifinanti, Intan Andini, Rika Oktarina)*
- ❖ My roommate in lodging house (Triska Amelia) thanks for your help*
- ❖ My advisors (Kurnia Saputri, M.Pd. and Masagus Sulaiman, M.Pd.,) Thanks to have been awesome advisors that always help and pray for me.*
- ❖ All of my friends in English Study Program 2015. Thanks for your help and kindness*

**SURAT KETERANGAN PERTANGGUNGJAWABAN PENULISAN SKRIPSI**

Saya yang bertanda tangan di bawah ini:

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menyatakan bahwa skripsi berjudul:

**The Eleventh Grade Students' Perceptions on the Importance of Academic Writing  
To Develop Their Writing Skills at SMK MUHAMMADIYAH 2 PALEMBANG**

beserta seluruh isinya adalah benar merupakan hasil karya saya 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 hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, 01 Agustus 2019

Yang menyatakan,



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## ABSTRACT

**Rika Damayanti**, 2019. *The Eleventh Grade Students' Perceptions on the Importance of Academic writing to develop their writing Skills at SMK Muhammadiyah 2 Palembang*. Thesis, English Education Study Program Program Sarjana Degree (S1), Faculty of Teacher Training and Education Universitas Muhammadiyah Palembang. Advisor (1) Kurnia Saputri, S.Pd., M.P.d , and (2) Masagus Sulaiman, S.Pd., M.Pd.

**Keywords:** Perception, Academic Writing and Writing Skills

The title of this thesis was "*The Eleventh Grade Students' Perceptions on the Importance of Academic writing to develop their writing Skills at SMK Muhammadiyah 2 Palembang*". The limitation of the problem limited on "the Eleventh Grade Students' Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang". The formulation of the problem 'What are the Eleventh Grade Students' Perceptions on the Importance in Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang?'. The objective of this study was "to find out the Eleventh Grade Students' Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang. The sample of this 100 students taken by purposive sampling. The data were collected used qualitative data analysis by gave questionnaire to the students'. The questionnaire a ready-made by Songa Mongar. Based on the data analysis, have result The positive responses that the students answer more appropriate with the questions. While, the negative responses was that the grammatical content was not really good and also their vocabulary mastery was low, so that were difficult to answer the questions given.

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Firstly, the writer also would like to express her thanks to the Rector of Universitas Muhammadiyah Palembang Dr. Abid Djazuli, S.E., M.M, the Dean of Teacher Training and Education Faculty Dr. H. Rusdy A. Siroj, M.Pd., and the Head of English Education Study Program Sri Yuliani, S.Pd., M.Pd., and thanks to all of the lecture of English Department in Universitas Muhammadiyah Palembang who have taught and helped the writer during studying at the faculty.

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The writer realize that this thesis is still far from being perfect, therefore any criticism, comment, and suggestions are very much welcome.

Palembang, 01 Agustus 2019

The Writer

RD



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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents (1) background of the study, (2) problem of the study, (3) formulation of the problem, (4) limitation of the problem, (5) objective of the study, (6) significance of the study.

### **1.1 Background of the Study**

Writing is one of four English skills besides listening, speaking, and reading. It is about expressing our ideas into sentence or paragraph. According to Ismail (2011), Writing has always been seen as an important skill in ESL classes. It is the area in which learners are expected to be offered adequate time to develop their writing skill. Writing is certainly an important element of learning English as a second language. This importance is eventually derived from the fact that it reinforces grammatical structures, vocabulary and idioms that we have been teaching to our students (p.73). Writing should receive more attention in ESL classes in order to prepare learners to cope with the communicative demands of real life situations.

Undoubtedly, the purpose of teaching writing skill is to prepare ESL learners to become better writers. Exposing them to the writing process itself is then a better way for achieving this goal. Writing skills can be developed when the learners' interest are recognized and when they are exposed to situations where they can produce authentic piece of writing. One of the goals of ESL students is to learn to produce a well-structured piece of writing which is recognized and accepted in their academic departments. In writing our ideas, we need sentence patterns, such as, simple present

tense, simple past tense, passive voice, and we also must use correct punctuation, such as using capital letter in the first sentence then using full stop in the end of sentence, using commas when we mention much kind of things, etc.

According to Shanahan (2006) cited in Adel, and Hashemian (2015), for being a good writer, the learner should be good at word processing, understanding the convention of writing, spelling, linguistic knowledge hand writing. He also believes having knowledge about how to write and how to read is helpful for writers because when they think about what they know and understand about writing, they can write well (p.19).

Moreover, Graham and Herbert (2010) cited in Adel, and Hashemian (2015) state that when students take notes while reading or listening, their comprehension of what they read increases because note taking helps the learners to remember in other words it is supportive for writing, and by working on spelling, learners can identify words, and the sound of letter and combing sentences(p.19).

According to Harmer (2001), the students can become very frustrated when they do not have the words or the grammar they need to express in writing (p.23). The students also have difficulties when they are asked to write about the topics that they do not interest to do, perhaps in unfamiliar genres, and without the necessary information. Writing stimulates students to focus on appropriate language use; they can go through what they know in their mind or even consult the dictionary, grammar book and another reference Harmer (2004:31). It means that writing is not just about an idea but more complex in choosing vocabulary, the using of appropriate structure. It is how the writer presents and expresses these ideas in effective writing.

Meanwhile, Oshima & Hogue(2007) states that In English writing, there are number of features to make effective writing, those are 1) focus on the topic, 2) organization how to develop the beginning, middle and end of the writing, 3) support and elaboration of the idea, 4) style which also means the appropriate language use to the purpose of writing, audience and context of the writing, and 5) conventions or the correctness of the sentence formation, usage, and mechanics (p.3-5). The writing process was the stage goes through in order to produce something in its final written form. The writer didn't only need to know the process of writing but also needed to apply these processes to the works. It would help the writer to organize idea logically.

Many problems were found in English writing. There are some classifications of writing problems; capitalization problem, punctuation problem, poor organization/ illogical sequence, grammatical error, ideas and frustration and confused on supporting ideas, and spelling error (Msanjila,2005, p.18)There are reasons for students' in term of in using proper capitalization. The rules of capitalization are not universal and classifying nouns as proper and common nouns is difficult for students (Gower, Philips, & Walters, 1995, p.113).

In addition, there are some common punctuation in term of; first extraneous apostrophes. It means that in term of on putting apostrophes where they don't belong to. Second unnecessary quotation marks, the in term of is the use of single or double quotation marks when nothing is being quoted. Third missing commas, the in term of is without commas, sentences can become run-on blocks of text without any breaks. Fourth quotation mark placement, the in term of sentence ending punctuation marks

often go outside, which is where they belong to. And the last semi colons versus colons, semi colons are often misused, particularly, where a colon should be used.

The writer concluded that English language has been commonly accepted as an active universal language in the world. People who study English language consider it as their personal proficiency. Therefore, nowadays many students ought to master English language. Mastering English language is an important value for the students to have. By mastering the language the students can improve themselves both in academic and life skill. Based on the statement stated, the writer decided to conduct the research entitled *“The Eleventh Grade Students’ Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah2 Palembang”*

## **1.2 Problem of the Study**

The problems of this study referred to the Eleventh Grade Students’ Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang.

## **1.3 Formulation of the Problem**

Based on the background of the problem stated, the writer formulated the problem as follows: “What are the Eleventh Grade Students’ Perceptions on the Importance in Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang?”



#### **1.4 Limitation of the Problem**

In this study, the writer limited the problem to the Eleventh Grade Students' Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang.

#### **1.5 Objective of the Study**

Based on the problem stated, the objective of the study was to find out the Eleventh Grade Students' Perceptions on the Importance of Academic Writing to Develop Their Writing Skills at SMK Muhammadiyah 2 Palembang.

#### **1.6 Significance of the Study**

This study has been expected to bring out some significance to the following:

##### **1. For Students**

The writer hoped that the students especially the Eleventh Grade Students of SMK Muhammadiyah 2 Palembang would realize the problem of their writing.

##### **2. For Teachers**

The writer hoped that the teacher of SMK Muhammadiyah 2 Palembang could know some perception from the Eleventh Grade Students about the importance of academic writing.

### 3. For the Writer Herself

The writer herself can get more the experience and knowledge about write something and also how to encounter some problem in write thesis.

### 4. For Others Researchers

The writer hoped it could become of source information to develop writing skill or reference for other researcher to conduct a deep ongoing research.

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