

**USING COPS (CAPITALIZATION, OVERALL, PUNCTUATION AND
SPELLING) STRATEGY IN TEACHING WRITING A DESCRIPTIVE
TEXT TO JUNIOR HIGH SCHOOL STUDENTS.**

Paper

*Submitted as Partial Fulfillment to Obtain
Strata 1 (S1) Degree*



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STATEUNIVERSITY OF PADANG
2014**

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Judul : Using (Cops) Capitalization, Overall, Punctuation
And Spelling) Strategy In Teaching Writing A
Descriptive Text To Junior High School Students.

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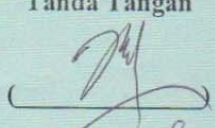
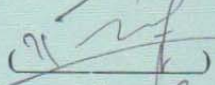
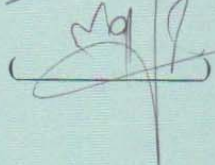
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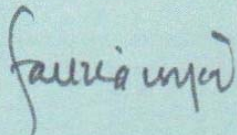
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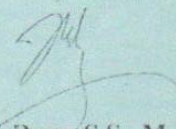
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ABSTRAK

Lulu Ivona 2006. Using Capitalization Overall Punctuation and Spelling Strategy in Teaching Writing a DescriptiveText to Junior High School Students. Paper (Unpublished Paper). Padang: State University of Padang.

Dalam mengajar bahasa Inggris ada empat kemampuan yang harus dikuasai. Keempat kemampuan itu adalah mendengar, berbicara, membaca dan menulis. Menulis merupakan keterampilan yang paling sulit. Sebab keterampilan ini melibatkan kemampuan atau penguasaan tata bahasa, kosakata, dan ejaan. Selain itu juga diperlukan kemampuan cara berpikir, logika, penggunaan tanda baca, serta keterampilan meramu kata menjadi kalimat yang bermakna. Dalam proses belajar dan mengajar, siswa kesulitan dalam menulis sebuah teks deskriptif. Makalah ini mendiskusikan tentang penggunaan sebuah strategi dalam pengajaran menulis untuk siswa Sekolah Menengah Pertama (SMP). Strategi ini berguna untuk meningkatkan kemampuan menulis siswa agar mampu mengembangkan diri dalam kegiatan menulis teks deskriptif. Strategi tersebut ialah *Capitalization Overall Punctuation and Spelling Strategy*. Pada penerapannya, guru menginstruksikan beberapa tahap kegiatan yaitu meminta siswa untuk menulis, mengamati tulisan, membandingkan hasil tulisan pada konsep *Capitalization Overall Punctuation and Spelling Strategy*, mengamati eror pada tulisan, merevisi tulisan, dan memahami kembali hasil tulisan yang direvisi. Melalui prosedur tersebut, belajar menulis akan semakin mudah sehingga pengalaman siswa semakin bertambah. Maka dari itu, dengan adanya strategi ini diharapkan guru dan siswa memiliki sebuah pegangan yang dapat membantu dalam kegiatan belajar menulis. Sehingga kegiatan menulis bukan lagi menjadi kegiatan yang membosankan.

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. The greatest gratitude is due to Allah SWT, who was given the writer knowledge, patience and strength in completing this paper. *Shalawat* and *salam* are also sent to beloved prophet Muhammad SAW, who was lightened and directed human beings to live in right way.

The writer would like to thank Rusdi Noor Rosa, S.S., M.Hum. as the advisor who has given his time and guidance in writing this paper. Then, she also sends her gratitude to Drs. Amri Isyam, M.Pd as her academic advisor. Then, she also sends her gratitude to Yuli Tiarina, M.Pd and Delvi Wahyuni, M.A as examiners in this paper who have given suggestions and comments to make the paper better.

Her deep thank is also addressed to Dr. Kurnia Ningsih, M.A. and Dra. An Fauzia Rozani Syafei, M.A. as the chairperson and the secretary of English Department, State University of Padang. Then, she would like to thank all lectures who guide her during her academic study.

The writer also sends her gratitude and deep thank to her beloved parents, Suhirman and Yen Sovia for their sacrifice and for always staying around her with their great love, care and encouragement over the time. She also sends her gratitude to her sister, Indah Monica and her brothers, Rio Rangga and RIP. Puji Pratama who have assisted her with love and affection.

Finally, her thanks also addressed to Noferto Arizon. A special one who never forgets to remembered her to finish this paper. And also to her best friend, Fenny Siswita, S.Pd, Pitri Julinda, Lucya Oktavani, Monalisa, S.Pd, and all friends who cannot be mentioned one by one. Thank you for your support guys!

Padang, September 2014

Lulu Ivona

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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the important skills that should be acquired by English students except reading, listening and speaking is writing. Writing is one of the language skills that must be mastered by students. The students are expected to be able to express their ideas, opinions, feelings and emotion well in writing a text. By writing students can make an essay, paragraph and others. Besides that, the students can make written communication with the people from abroad, in order to share information each other. Writing can also be one of communication that expresses ideas or arguments of a writer to the readers.

Thus, teaching writing should be priority for students at Junior High School. As stated in School-Based Curriculum No. 22 (2006), the goal of teaching writing at Junior High School is that the students should be able to develop communicative competence in written as well as in spoken and written form to solve problem in their daily lives.

Based on Junior High School curriculum, there are some texts that must be learned by the students, monologue and functional texts. The students have to be able to understand and create these texts cohesively on the social function and generic structure of the text. However, every text has its own characteristics that should be considered by the writer, so that each text has its own difficulties.

Among these texts, descriptive text is one of the texts that should be understood and be written by the students in the English subject at Senior High School. Descriptive text is a text that describes about the specific thing or specific person. It is designed to persuade the reader to imagine the object being described clearly. To write a descriptive text well, the students have to know some information about the object that going to be described. A descriptive text has two generic structures, which are identification and description. In identification the students have to identify what is going to be described and in the description, they have to describe the specific thing or person clearly, in writing descriptive text, the students need to use present tense, noun, noun phrase, adjective and others.

In fact, based on the writer's experience during teaching practice at Junior High School, the writer found the problems that many students were not able to write these texts in good order. They tended to have mistakes like; capital letter, punctuation, generic structure, language feature, spelling and overall paragraph.

The descriptive text is chosen because this text is commonly writer by Junior High School and it's easy in grammatical. Students often make mistakes in writing descriptive; the teacher can check the grammatical mistake in this text which is written by the students. Mostly students do not pay attention in put the capitalization, punctuation in their descriptive text.

Capitalization Overall Punctuation Spelling Strategy is one of strategies that can be used in teaching writing and it can be applied for the

students at Junior High School. By using this strategy, the student will be able to revise their writing, and solve their problem by correcting the capitalization, punctuation, spelling, and overall their writing, so the writer is interested in making the paper by using Capitalization Overall Punctuation Spelling Strategy.

After students have revised their writing by adding new content and ideas, they need to edit their work for punctuation, capitalization, spelling, and grammar. To do this, students need to understand and remember the different rules for editing. They also need to be able to reread what they have written and identify errors. This strategy assists the student in organizing editing in the writing process. It focuses on different aspects of the writing separately thus helping the student look for errors in various criteria areas as they work through the editing process. To spell correctly, students need to have a good understanding about the sounds words are made up of, and how these sounds can be put into letters and words on paper. Some students are very good at remembering what words look like; others can sound out the word as they are spelling it.

B. Limitation of the Problem

As stated above, there are some problems that have been explained. However, in this paper the writer only focuses on teaching writing descriptive text by using Capitalization Overall Punctuation Spelling Strategy.

C. Formulation of the Problem

The problem of this paper is formulated into the question as follows:

“To show Capitalization Overall Punctuation Spelling Strategy used in teaching a descriptive text to Junior High School students?”

D. Purpose of the Paper

The purpose of this paper is to show Capitalization Overall Punctuation Spelling Strategy in teaching a descriptive text to Junior High School students. In addition, the writer hopes that this paper can help the teacher in developing strategy for teaching writing. And last, makes students interest in writing because this strategy is easy to practice.