



**IMPROVING THE EIGHTH YEAR STUDENTS' STRUCTURE
ACHIEVEMENT THROUGH REMEDIAL TEACHING AT SMPN 1
AMBULU IN THE 2011-2012 ACADEMIC YEAR**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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**Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education
Jember University**

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Sukardi and Supriyanti.
2. My brother, Deky Ovyrian.
3. My fiancée, Miswati Nur Hasanah



CONSULTANTS APPROVAL SHEET

IMPROVING THE EIGHTH YEAR STUDENTS' STRUCTURE ACHIEVEMENT THROUGH REMEDIAL TEACHING AT SMPN 1 AMBULU IN THE 2011-2012 ACADEMIC YEAR

THESIS

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at the English Education Program, Language & Arts Education Department,
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SUMMARY

Improving the Eighth Year Students' Structure Achievement Through Remedial Teaching at SMPN 1 Ambulu in the 2011-2012 Academic Year; Erik Estrada; 050210401189; 42 pages; English Education Program Faculty of Teacher Training and Education University of Jember; 1. Dra.Siti Sundari, M.A, 2. Dra. Made Adi Andayani.T, M.Ed.

This research was a classroom action research. It was intended to improve the eighth year students' structure achievement. The research subject was the students of class VIII B. The research subjects were chosen because most of the students got less than 75 in structure, in which 75 was the standard minimum requirement (*KKM/Kriteria Ketuntasan Minimal*). They had difficulties in class. The students of VIII B had problems in writing the simple past tense sentences. They could not differentiate between the use of verbs either in the past tense or in the present tense.

This classroom action research was conducted in cycles in which each cycle covered the planning of the action, the implementation of the action, observation and evaluation, data analysis, and the reflection of the action. This research used observation and structure test as the data collection methods. Observation was used to observe the students' participation in the teaching learning process of structure through remedial teaching. Structure test was used for measuring the students' structure achievement after they were given the action. The test materials covered the use of simple past tense and modal auxiliary.

The classroom action research was successful if 75% of research subjects taking the test get score 75 as the minimum score (*SKM/Standar Kelulusan Minimal*), and if 75% students are active in the teaching learning through remedial teaching. In Cycle 1, the result of the structure test showed that there were only 10 students who got score ≥ 75 . In other words, the percentage of the students who got scores at least 75 in Cycle1 was 27% of 37 students. The mean score was 66.4. Besides, the result of

observation also showed that there were only 12 students or 32.4% of the students who were active in the teaching learning process of structure through remedial teaching. In conclusion, Cycle 1 was failed to achieve the targeted minimum requirement. It had to be continued to the Cycle 2.

In Cycle 2, the result of the structure test showed 27 students or 100% of the students got score ≥ 75 . The mean score improved from 66.4 in Cycle 1 to 83.9 in Cycle 2. The result of observation also showed a significant improvement that there were 21 students of 27 students categorized as active students or 77.7% of the students took part actively in the remedial teaching learning process. Based on the results both of the structure test and the observation in Cycle 2, it could be concluded that it had already achieved the objective of the research. Therefore, the research stopped in Cycle 2. It means that the action of teaching structure through remedial teaching could improve the students' structure achievement.

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Thanks to Allah SWT for the guidance and mercy, so that I can finish the thesis entitled “Improving the Eighth Year Students’ Structure Achievement through Remedial Teaching at SMPN 1 Ambulu in the 2011-2012 Academic Year”.

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2. The Chairperson of Language and Arts Education Department.
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education.
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5. The examination committee.
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7. All of my friends at English Education Program, especially the 2005 level.
8. English Department, Faculty of Teacher Training and Education, Jember University.

I do realize that this thesis might have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. I also hope that this thesis can be useful for the readers later.

Jember, March 18, 2012

The writer

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