IMPROVING THE STUDENTS’ RECOUNT TEXT WRITING ACHIEVEMENT BY USING SPIDERGRAM TECHNIQUE AT SMP NEGERI 2 TANGGUL

THESIS

By:

MELINDA PRATIWI
NIM.100210401086

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014
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Melinda Pratiwi
NIM. 100210401086
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THESIS
Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University

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NIM. 100210401086

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM LANGUAGE AND ARTS DEPARTMENT FACULTY OF TEACHER TRAINING AND EDUCATION JEMBER UNIVERSITY 2014
DEDICATION

This thesis is proudly dedicated to:

1. My beloved and honorable parents Suhdi S.Pd.SD and Tolak Ani. This thesis is dedicated for you. Thank you so much for your endless love, support, suggestion and pray.

2. My one and only dearest brother, Mohammad Doni Alfarizi, and my beloved grandmother also families who give me so much love and support. Many thanks for it.
MOTTO

“You have to do anything that you think it is hard to do. Unless, it would be harder”

~Anonim~

“Exercise the writing muscle every day, even if it is only a letter, notes, a title list, a character sketch, a journal entry. Writers are like dancers, like athletes. Without that exercise, the muscles seize up.”

~Jane Yolen~
CONSULTANTS’ APPROVAL

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University

Name : Melinda Pratiwi
Identification Number : 100210401086
Level : 2010
Place and Date of Birth : Situbondo, April 26th, 1992
Department : Language and Arts Education
Program : English Language Education

Approved by:

Consultant I
Consultant II

Drs. Bambang Suharjito, M.Ed.
NIP. 19611025 198902 1 00 4

Drs. I Putu Sukmaantara, M.Ed.
NIP. 19640424 199002 1 00 3
APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitled “Improving the Students’ Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul” has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day/Date : Wednesday, October 15th, 2014
Place : The Faculty of Teacher Training and Education

Examiner Team

The Chairperson
Dr. Budi Setyono, M.A
NIP.19630717 199002 1 00 1

The Secretary
Drs. I Putu Sukmaantara, M.Ed
NIP. 19640424 199002 1 00 3

Members I,
Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 00 4

Member II
Dra. Musli Ariani, M.App.Ling
NIP. 19680602 199403 2 00 1

Acknowledgement by
The Faculty of Teacher Training and Education
The Dean,

Prof. Dr. Sunardi, M.Pd
NIP. 19540501 198303 1 005
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The writer
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SUMMARY

Improving the Students’ Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul; Melinda Pratiwi, 100210401086; 2014; 73 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

Language as a means of communication takes an important role in our life. It helps human to communicate and understand each other. English is considered as an effective means of communication in social activities and became the most often used language in the world. Thus, English as international language is being taught in Indonesia from the seventh grade junior high schools up to the twelfth grade of senior high schools. There are four basic skills that being taught in learning English. They are listening, reading, speaking and writing skill. Writing is considered as the complex one among the other three skills of English.

As one of the ways to communicate, writing is realized as a complex process that needs skill, practice, and some inspirations by the writer. In constructing a good piece of writing, the writer should pay attention on the aspects of writing such as vocabulary, organization, grammar, mechanic and content. Besides, a writer should consider the steps to create a good writing such as prewriting, drafting, editing and revising, also final work. If a writer ignores those writing aspects and steps, his/her writing may not be able to understand easily by the reader. Therefore, it has been a must for the English teacher to think about a certain technique or media to help his/her students able in constructing a good piece of writing.

The English teacher may use a certain technique in the writing teaching and learning activity. It can help to arouse and gain the students’ interest in learning writing. If the students’ interest and willingness increase, they will enjoy the learning activity process and improve their writing achievement. In this case, Spidergram technique was chosen to help the students improve their participation in the learning activity and achievement in writing. It helps them in gathering, generating, and keeping their ideas about what to write better.
The design of this research was Classroom Action Research. It was intended to improve the students’ recount text writing achievement by using Spidergram technique. This research subject was the students of VIII-D class at SMP Negeri 2 Tanggul in the 2013/2014 academic year. The improvement of the students’ active participation and their writing achievement was analyzed quantitatively. The writing achievement test to get the score of students’ writing achievement was used in this research to get the primary data, while observation was done to get the supporting data. This research was done out in two cycles. Each cycle was conducted in three meetings including the writing test. It covered four stages namely planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection.

Based on the writing achievement test, it was found that the percentage of the students who passed the target criteria in Cycle 1 was 40% or 14 of 35 students. It means that the students’ writing achievement score had not achieved the target criteria yet that was 60% students should get score \( \geq 60 \). Thus, the action was continued to the Cycle 2. In Cycle 2, the students’ writing score was 70.27% or 26 of 37 students. In other words, their writing achievement score increased from 40% in the Cycle 1 to 70.27% in the Cycle 2. It proved that the use of Spidergram technique could help the students to improve their score of writing achievement test.

Furthermore, from the observation, it was found that the average percentage result of students’ active participation in the Cycle 1 was 54.05%. It had not achieved the target criteria of students’ active participation in this research that was 60%. Because of that, the observation was continued to the Cycle 2. In Cycle 2, it showed that the average percentage result of students’ active participation increased from 54.05% in the Cycle 1 to 70.26% in the Cycle 2. Therefore, it can be said that the use of Spidergram technique could improve the students’ active participation in the teaching and learning process. Thus, it is suggested for English teacher to use this kind of technique as the variation in teaching activity and help improve his/her students’ achievement especially in writing.