



**IMPROVING THE EIGHTH GRADE STUDENTS' ABILITY IN
SENTENCE WRITING BY USING POCKET CHART AT
SMP NEGERI SUCOPANGEPOK, JELBUK, JEMBER**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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DEDICATION

This thesis is honorably dedicated to my beloved parents,
Suwidodo and Sri Sumiyati.

MOTTO

“By writing much, one learns to write well.”

— [Robert](#) Southey

<http://www.logicalcreativity.com/jon/quotes.html> (retrieved on Monday, May 5th 2014).

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, 2014

The writer

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CONSULTANTS' APPROVAL

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I present my sincere appreciation for the Dean of Faculty of Teacher Training and Education, the Chairperson of the Language and Arts Education Department and the Chairperson of the Language and Arts Education Department. I also present my sincere appreciation for Dra. Made Adi Andayani T, M.Ed. as the first consultant who has given advice and guidance which are very helpful in finishing my thesis. Then to my second consultant Dr. Aan Erlyana Fardhani, M.Pd. who has helped me to improve the quality of this thesis by giving suggestion, guidance, and correction since the preliminary of manuscript until the completion of my thesis. To the Examination Committee, I do really thank for your time, guidance, and careful correction that had led me compile and examine my thesis.

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Finally, I expect that this thesis is useful for readers and me myself. Any criticism and valuable suggestions would be appreciated.

Jember, 2014

Nilu Puspita Sari

SUMMARY

Improving the Eighth Grade Students' Ability in Sentence Writing by Using Pocket Chart at SMP Negeri Sucopangepok, Jelbuk, Jember; Nila Puspita Sari, 090210401065; 2014: 53 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

Based on the preliminary study in the form of interview with the English teacher of SMP Negeri Sucopangepok, it was known that the students of class VIII still had difficulties in sentence writing. The English teacher said that the students sometimes wrote sentences grammatically incorrect such as produced the structural errors. The structural errors or sentence problems that usually happened in their writing were sentence fragments and grammatical problem. Those problems happened in the context of sentence writing. Besides, the students also did not participate actively in the classroom during the teaching learning process of sentence writing. Their scores of the last English test showed that only 17 of 33 students or 51,5% who got score 70 or higher while the rest did not achieve the passing grade that was 70. The researcher tried to overcome the problem by using Pocket Chart as the teaching media in teaching sentence writing. This Classroom Action Research was intended to improve the eighth grade students' ability in sentence writing by using Pocket Chart and their participation during teaching learning process of sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year.

The data collection methods used sentence writing test and the observation in the form of checklist to get the primary data. The data were analyzed statistically. The action was implemented in two cycles in order to achieve the criteria of success of this classroom action research. The first cycle was done in three meetings including the test. The result of the classroom observation showed that 67,88% in Meeting 1 and 70,83% in Meeting 2 of the students were active during the teaching learning process. It showed that there was improvement of the students' active participation from meeting 1 to meeting 2. The students' active participation in Cycle 1 achieved the target of this research. Meanwhile, the action

were continued into Cycle 2 as a reinforcement and to know the consistency of the students' active participation in the teaching learning process of sentence writing by using Pocket Chart. In addition, the result of the sentence writing test in the first cycle achieved the criteria of success of the research that was 65% or more the students got 70 or higher in the sentence writing test. The percentage of the students who got score ≥ 70 was 16 of 24 students or 66,66%. Meanwhile, the actions were continued to Cycle 2 as a reinforcement and to know the consistency of the students' sentence writing scores in the test in Cycle 2. In the classroom observation, the students' active participation improved from 70,37% in the first meeting to 72,72% in the second meeting. The result of sentence writing test showed that 69,56% of students got score >70 or higher.

Based on the results, it can be concluded that the actions in the 1st and the 2nd cycles had achieved the criteria of success of the research. However, the actions were still continued to Cycle 2 as a reinforcement and to know the consistency of the students' active participation in the teaching learning process of sentence writing by using Pocket Chart and the students' sentence writing scores. The results of the first cycle to the second cycle showed an improvement as well as achieved the criteria of success. The improvement were 2,9% for sentence writing scores and 2,19% for students' active participation. Finally, it can be summarized that the use of Pocket Chart could improve the eighth grade students' ability in sentence writing and their participation during teaching learning process of sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year.

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