THE USE OF COMPOSITE PICTURES TO IMPROVE CLASS VIII D STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT AT SMP NEGERI 1 KREJENGAN PROBOLINGGO IN THE 2011/ 2012 ACADEMIC YEAR

THESIS

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

Written by:

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DEDICATION

This thesis is dedicated to the following people:

1. *My beloved parents, Drs. H. Dwi Hartono, M.M and Hj. Niswatin Hasanah, S.Pd.*
2. *My beloved husband, Muchammad Solehudin S.H.*
3. *My beloved litlle boy, Muhammad Aiman Syafiq.*
4. *My small brothers, Irfan Fathoni and Arif Rahman Fathoni.*

MOTTO

"A Picture worth more than a thousand words."

CONSULTANTS APPROVAL

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Finally, I hope this thesis will provide some advantages to the readers. Any criticism, suggestions, and input will be appreciated to make this thesis better.

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Jember, 4 Juni 2012

The Writer

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SUMMARY

The Use of Composite Pictures to Improve Class VIII D Students' Recount Text Writing Achievement at SMP Negeri 1 Krejengan Probolinggo in the 2011/2012 Academic Year; Dini Nistina, 070210491088; 2012; 45 pages; English Education Program; Faculty of Teacher Training and Education; Jember University

In language learning, the four language skills: listening, speaking, reading, and writing as well as the three components: vocabulary, grammar and pronunciation must be mastered. Besides, the teaching learning process should indicate integration skill since the skills cannot be separated one another. Writing is not an easy task; we often face many difficulties in expressing our ideas in a written form because it needs not only practice but also talent (Farbairn and Winch, 1996:228). Meanwhile, the target of teaching writing in Indonesia as stated in the Institutional Level Curriculum (Kurikulum Tingkat Satuan Pendidikan/ KTSP) is that students are exposed to communicate short essay (interpersonal, ideational, textual) into various written texts and monologue, especially in the form of descriptive; narrative; spoof/ recount; procedure and anecdote (Depdiknas, 2006:106). In line with the target above, the researcher did a preliminary study on class VIII D students of SMP Negeri 1 Krejengan and found some problems. Some students have difficulty to express their ideas in written form. The indicator is the remained low capability of making simple text writing, and the main reason why this happens is that the teacher still has less of media to stimulate the students' interest to expand their ideas. In addition, they have problem in organizing their paragraph writing to become a good simple text. The objectives of this research are to improve the students' recount text writing achievement and to promote composite pictures to facilitate them in the process of learning. The term writing achievement in this research is the students' performance in writing recount text, demonstrated by scores of writing test with the indicators; content, vocabulary, mechanics, grammar and organization. Meanwhile, recount text

is a text which tells us about experiences (past events) and includes a sequence of event.

Furthermore, this research is a classroom action research. It is carried out to improve class VIII D students' recount text writing achievement through composite pictures at SMP Negeri 1 Krjengan in the 2011/ 2012 academic year. The respondents are class VIII D students at SMP Negeri 1 Krejengan. In this classroom action research, there are two kinds of instruments to collect the data. Writing test is the instrument used to collect the data about students' writing achievement, while field notes is the instrument used in the observation. The data was analyzed using formula. The criteria of success are that 70% or more of the students achieved the minimum score requirement that is 70 and most of students are facilitated with the composite pictures in their learning process. The results of writing test were the percentage of students who got score $\geq$ 70 had improved from 54.5% (12 students) in the first cycle to 72.7% (16 students) in the second cycle. Meanwhile from the observation in the form of field note, it was also found the improvement from the first cycle to the second cycle. Overall, the students' had achieved the research criteria of success.

Finally, based on the results of data analysis and discussion, it was known that teaching writing through composite pictures can improve class VIII D students' writing achievement at SMP Negeri 1 Krejengan Probolinggo. Considering that result, the researcher suggests the English teacher to use composite pictures in teaching writing to improve and to develop the students' writing achievement. It would be more interesting and the students would be more motivated to join the writing activity and then they would not be passive anymore.