



**USING FABLES IN TEACHING ENGLISH TO IMPROVE THE SECOND
YEAR STUDENTS' WRITING ACHIEVEMENT AT SMPN I KALIBARU
BANYUWANGI IN THE 2006/2007 ACADEMIC YEAR**

THESIS

Presented as one of the requirements to obtain the S-1 Degree
at English Education Program, The Language and Arts Education Department,
The Faculty of Teacher Training and Education,
Jember University

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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SUMMARY

Using Fables in Teaching English to Improve the Second Year Students' Writing Achievement at SMPN I Kalibaru Banyuwangi in the 2006/2007 Academic Year;
Abdamir Enja Lestari, 020210401291; 2008; 45 pages; English Education Program,
Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the second year students' writing achievement at SMPN I Kalibaru Banyuwangi in the 2006/2007 Academic Year through the use of fables. The respondents of this classroom Action research (CAR) were class VIIC that was determined purposively. The class VIIC were chosen as the subjects of this research because the class had the most obvious problem dealing with writing and their average score in writing was the lowest among six existing classes in the first semester of 2006/2007 Academic Year.

This CAR consisted of two cycles, in which each cycle covered four main stages including: the planning of the action, the implementation of the action, classroom observation, and evaluation and reflection. Meanwhile, the supporting data were gathered from interview and documentation.

The result of the average score of the writing test in the first cycle was $M=61.6$ that was classified in the fair category. This result did not achieve the standard average score requirement in this research that was $M \geq 65$. Besides, based on the classroom observation that was done in the first cycle, it was found that the students' involvement in the process of writing activities was 43.9%. Therefore, the actions were preceded to the second cycle by revising the first action cycle such as: giving more examples of fables to the students and completing the visual aids with enough clues. The results of the average score of the writing test in the second cycle was better $M=72.62$ that was classified in the good category. Besides, the students' involvement in the writing process improved from 43.9% in the first cycle up to 78.05% in the second cycle. It means that both the students' writing test and the

students' involvement in the writing process improved in the second cycle and fulfilled the target of this research.

Based on the results, it could be concluded that the use of fables could improve the second year students' writing achievement at SMPN I Kalibaru Banyuwangi in the 2006/2007 Academic Year in two cycles. Then it is suggested to the English teacher to use fables in teaching English especially writing, as fables give the students new learning experience in writing and a chance to learn some components in narrative texts in order to be able to apply in other forms of writing.

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