IMPROVING CLASS VIII/D STUDENTS' RECOUNT TEXT WRITING ACHIEVEMENT BY USING COMPOSITE PICTURES AT SMPN 3 LUMAJANG IN THE 2012/2013 ACADEMIC YEAR

THESIS

By

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

THE FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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DEDICATION

This thesis is honorably dedicated to the following people:

1. My beloved parents, Usman, S.Pd. and Sholikhati, thanks for your love, care, guidance and sacrifice. This thesis is proudly dedicated to you for your endless love.
2. My dear brothers, (the late) Arif Sulaiman Eka Putra, Muhammad Gunawan and Mussa Mahendra. Thanks for your love, pray and support that encourage me to finish this thesis.
3. My beloved fiancee, Ambar Ari Sejati, Amd.Kep. Thanks for your support, pray, and love that convince me to pass all challenges bravely.

MOTTO

Truly after difficulty there is an easy way. *)

* QS. Al-Insyirah; 6

STATEMENT OF AUTHENTICITY

I certify that this thesis represents my own work, that no one has written it for me, that I have not copied the work of another person, and that all sources that I have used have been properly and clearly documented.

I further certify that if I have used the ideas, words, or passages of an outside source, I have quoted those words or paraphrased them and have provided clear and appropriate documentation of the source of that material, both what I have quoted and what I have paraphrased.

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Date : Jember, May 2013

CONSULTANT APPROVAL

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SUMMARY

Improving Class VIII/D Students' Recount Text Writing Achievement by Using Composite Pictures at SMPN 3 Lumajang in the 2012/2013 Academic Year; Yusuf Mahmudi, 080210401056; 2008; 47 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This classroom action research was intended to improve class VIII/D students' recount text writing achievement by using composite pictures at SMPN 3 Lumajang. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 3 Lumajang. It was found that the class VIII/D students of SMPN 3 Lumajang experienced difficulties in writing especially writing recount text. The English teacher said that the students who reached the minimum score requirement that is 73 were only 18 students or 55% of total students in the class. It was because they were lack of vocabulary, unable to use mechanical and grammatical structures correctly, experienced difficulties to start to write, developed and organized their ideas. Moreover the students also had less motivation whereas less than 50% students who were active participated in the teaching learning process of writing.

To solve the problems above, the researcher used composite pictures as teaching media in teaching writing of recount text. The researcher used composite pictures because it was an effective and interesting media to improve the students' recount text writing achievement as well as their active participation during the teaching learning process. It is supported by Wright (1989:4-6) that pictures can improve some aspects of language such as structure, vocabulary, function, situation and four language skills. He also stated that pictures contribute to interest and motivation, a sense of the context of the language, and a specific reference point or stimulus (Wright 1989:2).

The research design was Classroom Action Research (CAR) with cycle model. This classroom action research was conducted by the researcher and the English teacher collaboratively. Each cycle consisted of four stages included the

planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. This research was conducted at SMPN 3 Lumajang. Class VIII/D students of SMPN 3 Lumajang were the research subjects of this research. The data in this research were obtained by administering the writing test and by doing observation during the teaching learning process in each meeting of each cycle.

In Cycle 1, the results of the writing test showed that the students who achieved the minimum score requirement were only 21 students or 63.6 % of total students in the class. Meanwhile the research would be successful if there was at least 75% of the total students who achieved the minimum score requirement. It means that the writing test result had not achieved the target yet. Then, based on the classroom observation it was found that the percentage of students' active participation in Cycle 1 was 69.7%. The result of the observation had not achieved the target because there must be at least 75% of the students did at least three indicators from four indicators being observed. It was because there were some procedures of teaching writing recount text by using composite pictures which were not completely done by the researcher such as asking simple questions to guide the students to list events in the pictures and asking them to make complete sentences based on the the pictures then arranged the sentences into a recount text. Therefore, the students still had problems in writing. The problems dealed with organization whereas the students were still confused about how to sequence the events in the pictures. Another problem was grammar whereas the students did many mistakes in using simple past tense. Therefore, the actions were continued to the second cycle by revising some necessary aspects by conducting complete procedures of teaching writing recount text by using composite pictures.

In Cycle 2, the results of the writing test showed significant improvement. The students who got standard score requirement that is 73 were improved from 63.6% in Cycle 1 to 78.8% in Cycle 2 of the total students in the class. Then, based on the classroom observation it was found that the percentage of students' active participation in Cycle 2 was 87.9%. It means that the result of the

observation had achieved the requirement of the research. These results indicated that this research had fulfilled the criteria of the success of this action research.

Finally, it can be concluded from the findings in Cycle 2 that the use of composite pictures in the teaching writing of recount text could improve the students' recount text writing achievement and their active participation. Therefore, the English teacher is suggested to use composite picture as teaching media in teaching writing to improve the students' writing achievement.

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Thanks to Allah S.W.T., the Almighty, who gives me His guidance and blessing, thus, I can accomplish this thesis entitled "Improving the Class VIII/D Students' Recount Text Writing Achievement by Using Composite Pictures at SMPN 3 Lumajang in the 2012/2013 Academic Year".

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3. The Chairperson of English Language Education Study Programs,
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Jember, May 2013

The writer

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