



**IMPROVING THE X-7 GRADE STUDENTS' DESCRIPTIVE TEXT
WRITING ACHIEVEMENT BY USING BRAINDANCING-AND-
DOWNHILLING TECHNIQUE AT MAN 1 JEMBER**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain S1 Degree
at the English Education Program of the Language and Arts Education Department
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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Hafid and Buyani.
2. My beloved almamater, Jember University.

MOTTO

“Writing comes more easily if you have something to say.”

Sholem Asch

Means, B., & Lindner, L. 1998. *Teaching Writing in Middle School: Tips, Tricks, and Techniques*. Colorado: Teacher Ideas Press.

STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 2014

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CONSULTANTS' APPROVAL

**IMPROVING THE X-7 GRADE STUDENTS' DESCRIPTIVE TEXT
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ACADEMIC YEAR**

THESIS

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SUMMARY

Improving the X-7 Grade Students' Descriptive Text Writing Achievement by Using Braindancing-and-Downhilling Technique at MAN 1 Jember in 2013/ 2014 Academic Year; Wawan Nurcahyono, 090210401093; 2014: 123 pages; English Language Study Program, Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This Classroom Action Research was intended to improve the X-7 grade students' in writing descriptive text by using braindancing-and-downhilling technique at MAN 1 Jember in the 2013/2014 Academic Year. Based on the preliminary study in the form of interview with the English teacher of MAN 1 Jember, it was known that the students of class X-7 had difficulties in writing texts because they were confused with their writing and grammar. Besides, the students also did not participate actively in the classroom during the teaching learning process of writing. Their score of the last English test showed that only 13 on 32 students who got score 75 or higher while the rest did not achieve the passing grade that was 75. The researcher tried to overcome the problem by using braindancing-and-downhilling technique in teaching writing descriptive text.

The data collection methods used 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 43.75% in meeting 1 and 53.125% 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, but it had not achieved the target criteria of success of the research that was 70% or more of the students were active in the teaching learning process of writing. In addition, the result of the writing test in the first cycle had not achieved the criteria of success of the research that was 70% or more the students got 75 or higher in the writing test. The percentage of the students who got score 75 was only 18 of 32 students or

56.25%. Based on the results of the first cycle above, the second cycle was necessary to be conducted. Some revisions had been made to solve the problems found in the first cycle. The classroom observation and writing test in the second cycle showed an improvement. In the classroom observation, the students' active participation improved from 68.75% in the first meeting to 81.25% in the second meeting. The result of writing test revealed that 78.125% of students got score >75 or higher.

Based on the results, it can be concluded that the actions in the 2nd cycle had achieved the criteria of success of the research. The results of the first cycle to the second cycle showed an improvement as well as achieved the criteria of success. Finally, it can be summarized that the use of braindancing-and-downhilling technique could improve the X-7 grade students' descriptive text writing achievement at MAN 1 Jember.

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First and foremost, I would like to thank Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled “Improving the X-7 Grade Students’ Descriptive Text Writing Achievement by Using Braindancing-and-Downhillling Technique at MAN 1 Jember in 2013/ 2014 Academic Year”.

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Program;
4. My Academic Supervisor, Dra. Wiwiek Istianah, M.Kes, M.Ed
5. My Consultants, Drs. Bambang Suharjito, M.Ed. and Drs. Sugeng Ariyanto, M.A for their time, knowledge, guidance, patience, and careful correction so that I can finish my thesis;
6. The Principal of MAN 1 Jember, the English Teacher, the Administration Staff, and the X-7 grade students who granted permission and helped me to obtain the data for the research;
7. Librarian.

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

Jember, 2014

The Writer

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