



**IMPROVING THE EIGHTH GRADE STUDENTS' SENTENCE WRITING
ACHIEVEMENT BY USING WORD CARDS AT
SMPN 3 BALUNG – JEMBER**

THESIS

By

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
JEMBER UNIVERSITY
2014**



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Composed to fulfill one of the requirements to obtain S1 Degree of the English
Education Program of the Language and Arts Education Department of
the Teacher Training and Education Faculty of Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Leonardus Manan and my beloved mother, Maria Magdalena Rachmi Agustina.
2. My beloved sister, Berthamada Pratihyna.
3. My beloved big family, Soedanto family.

MOTTO

“The success belongs to those who believe in the beauty of their dreams.”

(Eleanor Roosevelt)

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.

I certify that the content of the thesis 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 a 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, October 31st, 2014

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CONSULTANT'S APPROVAL

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THESIS

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SUMMARY

Improving the Eighth Grade Students' Sentence Writing Achievement by Using Word Cards at SMPN 3 Balung – Jember; Adventia Putri Septianingrum, 100210401069; 180 pages; English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Jember University.

Writing plays an important role in English language teaching. By writing, students can communicate each other in daily life. They can also express their ideas, thoughts, opinion, and feeling or emotion through writing. Students can learn English through writing as a tool for learning, and build social communication with their friends by using written English as a tool for social participation. But, writing is still understood to be hard work. Based on the preliminary study which was done in SMPN 3 Balung, it was known that the students' sentence writing achievement was still very low. The students made many mistakes in making sentences correctly. This problem could bring bad effect to their achievement.

In this research, word cards were used to help them improve their sentence writing achievement and their participation in the class. Teachers could use them to teach writing sentence with correct patterns and construction. The use of word cards in teaching writing was easy to show how a sentence is constructed and also the changes of the position of the sentences in term of statement, interrogative sentences by moving around the cards. They could stimulate the students' activeness because they were interesting for the students and they were fun to be used during the lesson.

The design of this research was classroom action research which was intended to improve the eighth grade students' sentence writing achievement by using word cards at SMPN 3 Balung-Jember. The research subjects were the class VIII C students in the 2013/2014 academic year. This research was also intended to improve the VIII C students' participation in teaching learning process. This research was started by conducting an interview with the English teacher about the problems that

the students had in English, especially in writing. There was also a pre-test which was administered to know the students' previous sentence writing score and class observation to know the students' participation during the lesson. From the interview, pre-test, and observation, it was known that the students' sentence writing achievement and their participation was still low. From the 28 students, only 2 students (7%) got score at least 75. Their mean score was 60,9 and their participation was low. Therefore, it was very necessary to improve their achievement.

This classroom action research was done collaboratively with the English teacher. The collaboration involved planning of the action, implementation of the action, observation and evaluation, and analysis and reflection. This research was carried out in two cycles and each cycle consisted of three meetings included the test. The research target was 75% of the students got score at least 75 and at least 75% of the students actively participate in the class.

Based on the results of the research in the first cycle, there was a significant improvement to the students' sentence writing achievement and participation. The mean score of the sentence writing test was 74,6 and there were 17 of 28 students (60,7%) students got score ≥ 75 . The students' participation also increased after being averaged from the results of two meetings and became 80,5% of the students actively participated during the teaching and learning process. The result of participation reached the target score but the result of sentence writing achievement did not achieve the target score, so it was concluded that the first cycle was unsuccessful and it was necessary to be continued to the second cycle. After the second cycle, the students' sentence writing achievement improved significantly becoming 78,6% and the average score was 79,5. It means that 22 of 28 students got score ≥ 75 . The students' participation also increased becoming 91%. It means this cycle was successful and it could be concluded that the use of word cards could improve the students' sentence writing achievement and also their participation. Therefore, the English teacher was suggested to use word cards as the media to teach writing.

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First of all, I would like to express my greatest thanks to the Almighty God, who always leads and blesses me with His mercy and guidance, so I can accomplish my thesis entitled *“Improving the Eighth Grade Students’ Sentence Writing Achievement by Using Word Cards at SMPN 3 Balung - Jember”*.

I would also like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Teacher Training and Education Faculty of Jember University,
2. The Chairperson of the Language and Arts Education Department,
3. The Chairperson of the English Education Study Program,
4. My first consultant, Drs. Sugeng Ariyanto, M.A, and my second consultant, Asih Santihastuti, S.Pd, M.Pd, for their guidance, advice and motivations in accomplishing this thesis,
5. The lecturers of the English Education Study Program who have taught and given me a lot of knowledge,
6. The Principal, the English teachers, and the eighth grade students of SMPN 3 Balung - Jember who helped and participated willingly during this research,

I believe that this thesis might have some weaknesses. Therefore, I really hope for some criticisms and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, October 2014

Writer

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