



**IMPROVING THE STUDENTS' RECOUNT TEXT WRITING
ACHIEVEMENT BY USING SPIDERGRAM TECHNIQUE
AT SMP NEGERI 2 TANGGUL**

THESIS

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2014

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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
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2014

DEDICATION

This thesis is proudly dedicated to:

- 1. My beloved and honorable parents Suhdi S.Pd.SD and Tolak Ani. This thesis is dedicated for you. Thank you so much for your endless love, support, suggestion and pray.*
- 2. My one and only dearest brother, Mohammad Doni Alfarizi, and my beloved grandmother also families who give me so much love and support. Many thanks for it.*

MOTTO

“You have to do anything that you think it is hard to do. Unless, it would be harder”

~Anonim~

“Exercise the writing muscle every day, even if it is only a letter, notes, a title list, a character sketch, a journal entry. Writers are like dancers, like athletes. Without that exercise, the muscles seize up.”

~Jane Yolen~

CONSULTANTS' APPROVAL**IMPROVING THE STUDENTS' RECOUNT TEXT WRITING
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AT SMP NEGERI 2 TANGGUL****THESIS**

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ACKNOWLEDGEMENT

First of all, I would like express my thanks and greatest gratitude to Allah SWT for blessing and giving me healthiness and strengthens so that I can finish writing the thesis entitled “Improving the Students’ Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul”. Secondly, I would like to express my deepest appreciation and sincere thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Programs.
4. My first consultant, Drs. Bambang Suharjito, M.Ed, and my second consultant, Drs. I Putu Sukmaantara, M.Ed, for their willingness and suggestions to guide me in conducting and finishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. The Principal, the English teacher and class VIII-D of SMP Negeri 2 Tanggul for giving me an opportunity, help, and support to conduct this research.
6. My good friends, C-Class thanks for your presence, suggestion, time, help, support, and your willingness to help me in finishing my thesis.

Jember, 15 Oktober 2014

The writer

TABLE OF CONTENT

	Page
TITLE PAGE	i
DEDICATION	ii
MOTTO	iii
CONSULTANTS’ APPROVAL	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
ACKNOWLEDGMENT	vi
TABLE OF CONTENTS	vii
LIST OF FIGURES AND TABLES	x
LIST OF APPENDICES	xi
SUMMARY	xii
CHAPTER 1. INTRODUCTION	
1.1 Background of the Research.....	1
1.2 Problems of the Research.....	5
1.3 Objectives of the Research.....	6
1.4 Significance of the Research.....	6
1.5 Limitation of the Research.....	7
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 Writing Definition.....	8
2.2 Writing Skill in English.....	9
2.3 Writing Process.....	10
2.3.1 Prewriting.....	10
2.3.2 Drafting.....	11
2.3.3 Revising and Editing.....	11
2.3.4 Final Draft.....	12
2.4 The Aspects of Writing.....	12

2.4.1 Vocabulary.....	12
2.4.2 Organization.....	13
2.4.3 Grammar.....	14
2.4.4 Mechanics.....	14
2.4.5 Content.....	15
2.5 The Assessment of Writing.....	15
2.5.1 Holistic Scoring.....	15
2.5.2 Analytic Scoring.....	16
2.6 Spidergram as a Teaching Technique.....	17
2.7 The Steps of Creating Spidergram.....	20
2.8 The Advantages and Disadvantages of Spidergram.....	20
2.9 Recount Text.....	21
2.10 The Use of Spidergram in Teaching Recount Text Writing.....	22
2.11 Some Related Research Findings.....	26
2.12 Research Hypotheses.....	27

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Research Design.....	28
3.2 Area Determination Method.....	31
3.3 Subject Determination Method.....	31
3.4 Data Collection Method.....	32
3.4.1 Writing Test.....	32
3.4.2 Observation Checklist.....	35
3.4.3 Interview.....	36
3.4.4 Documentation.....	36
3.5 Operational Definitions of the Key Terms.....	37
3.5.1 Students' Writing Achievement.....	37
3.5.2 Spidergram.....	37
3.5.3 Recount Text.....	37

3.5.4 Students' Participation.....	37
3.6 Research Procedure.....	38
3.6.1 Planning of the Action.....	38
3.6.2 Implementation of the Action.....	39
3.6.3 Observation and Evaluation.....	39
3.7 Data Analysis Method and Reflection of the Action.....	41
3.7.1 Data Analysis Method.....	41
3.7.2 Reflection of the Action.....	41
 CHAPTER 4. RESEARCH RESULTS AND DISCUSSION	
4.1 The Action Result of Cycle 1.....	42
4.1.1 The Implementation of the Action in Cycle 1.....	42
4.1.2 The Observation Result of Cycle 1.....	44
4.1.3 The Result of Students' Writing Achievement Test in Cycle 1.....	47
4.1.4 The Result of Reflection in Cycle 1.....	53
4.2 The Action Result of Cycle 2.....	56
4.2.1 The Implementation of the Action in Cycle 2.....	56
4.2.2 The Observation Result of Cycle 2.....	57
4.2.3 The Result of Students' Writing Achievement Test in Cycle 2.....	61
4.2.4 The Result of Reflection in Cycle 2.....	67
4.3 Discussion.....	70
 CHAPTER 5. CONCLUSION AND SUGGESTIONS	
5.1 Conclusion.....	72
5.2 Suggestions.....	72
 REFERENCES.....	 74
 APPENDICES.....	 76

LIST OF FIGURES AND TABLES

	Page
Figure 2.1 Gerson and Gerson’s Model.....	18
Figure 2.2 Richard T. and Vacca’s Model.....	19
Figure 2.3 White and Arndt’s Model of Recount Spidergram.....	23
Figure 2.4 Jeremy Harmer’s Spidegram for <i>holiday</i>	24
Figure 3.1 The Design of Classroom Action Research.....	29
Table 3.2 The Scoring Criteria of Students’ Recount Text Writing Test.....	34
Table 3.3 The Score Classification Levels.....	35
Table 4.1 The Observation Result of Cycle 1.....	45
Table 4.2 The Average Result of the Students’ Participation in Cycle 1.....	47
Table 4.3 The Recapitulation of Students’ Writing Achievement Test Score in Cycle 1.....	49
Table 4.4 The Average Score of Students’ Writing Achievement Test in Cycle 1.....	50
Table 4.5 The Classification Levels of Students’ Writing Achievement Test in Cycle 1.....	52
Table 4.6 The Observation Result of Cycle 2.....	59
Table 4.7 The Average Result of the Students’ Participation in Cycle 2.....	61
Table 4.8 The Recapitulation of Students’ Writing Achievement Test Score in Cycle 2.....	62
Table 4.9 The Average Score of Students’ Writing Achievement Test in Cycle 2.....	63
Table 4.10 The Classification Levels of Students’ Writing Achievement Test in Cycle 2.....	65
Table 4.11 The Improvement of the Average of Students’ Active Participation from Cycle 1 to Cycle 2.....	69
Table 4.12 The Improvement of Students’ Writing Achievement from Cycle 1 to Cycle 2.....	70

LIST OF APPENDICES

	Page
APPENDIX A. Research Matrix.....	76
APPENDIX B. Lesson Plan 1 in Cycle 1.....	78
APPENDIX C. Lesson Plan 2 in Cycle 1.....	96
APPENDIX D. Writing Achievement Test in Cycle 1.....	102
APPENDIX E. Lesson Plan 1 in Cycle 2.....	103
APPENDIX F. Lesson Plan 2 in Cycle 2.....	118
APPENDIX G. Writing Achievement Test in Cycle 2.....	133
APPENDIX H. Guideline of interview.....	137
APPENDIX I. Observation Checklist.....	138
APPENDIX J. The Writing Mean Score of the Grade Eight.....	139
APPENDIX K. The VIII-D Students' Previous Writing Score.....	140
APPENDIX L. Students' Highest and Lowest Score.....	141
APPENDIX M. The letter of "Permohonan Ijin Penelitian".....	165
APPENDIX N. The letter of "Telah Melakukan Penelitian".....	166

SUMMARY

Improving the Students' Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul; Melinda Pratiwi, 100210401086; 2014; 73 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education,, Jember University.

Language as a means of communication takes an important role in our life. It helps human to communicate and understand each other. English is considered as an effective means of communication in social activities and became the most often used language in the world. Thus, English as international language is being taught in Indonesia from the seventh grade junior high schools up to the twelfth grade of senior high schools. There are four basic skills that being taught in learning English. They are listening, reading, speaking and writing skill. Writing is considered as the complex one among the other three skills of English.

As one of the ways to communicate, writing is realized as a complex process that needs skill, practice, and some inspirations by the writer. In constructing a good piece of writing, the writer should pay attention on the aspects of writing such as vocabulary, organization, grammar, mechanic and content. Besides, a writer should consider the steps to create a good writing such as prewriting, drafting, editing and revising, also final work. If a writer ignores those writing aspects and steps, his/her writing may not be able to understand easily by the reader. Therefore, it has been a must for the English teacher to think about a certain technique or media to help his/her students able in constructing a good piece of writing.

The English teacher may use a certain technique in the writing teaching and learning activity. It can help to arouse and gain the students' interest in learning writing. If the students' interest and willingness increase, they will enjoy the learning activity process and improve their writing achievement. In this case, Spidergram technique was chosen to help the students improve their participation in the learning activity and achievement in writing. It helps them in gathering, generating, and keeping their ideas about what to write better.

The design of this research was Classroom Action Research. It was intended to improve the students' recount text writing achievement by using Spidergram technique. This research subject was the students of VIII-D class at SMP Negeri 2 Tanggul in the 2013/2014 academic year. The improvement of the students' active participation and their writing achievement was analyzed quantitatively. The writing achievement test to get the score of students' writing achievement was used in this research to get the primary data, while observation was done to get the supporting data. This research was done out in two cycles. Each cycle was conducted in three meetings including the writing test. It covered four stages namely planning of the action, implementation of the action, observation and evaluation, and data analysis and reflection.

Based on the writing achievement test, it was found that the percentage of the students who passed the target criteria in Cycle 1 was 40% or 14 of 35 students. It means that the students' writing achievement score had not achieved the target criteria yet that was 60% students should get score ≥ 60 . Thus, the action was continued to the Cycle 2. In Cycle 2, the students' writing score was 70.27% or 26 of 37 students. In other words, their writing achievement score increased from 40% in the Cycle 1 to 70.27% in the Cycle 2. It proved that the use of Spidergram technique could help the students to improve their score of writing achievement test.

Furthermore, from the observation, it was found that the average percentage result of students' active participation in the Cycle 1 was 54.05%. It had not achieved the target criteria of students' active participation in this research that was 60%. Because of that, the observation was continued to the Cycle 2. In Cycle 2, it showed that the average percentage result of students' active participation increased from 54.05% in the Cycle 1 to 70.26% in the Cycle 2. Therefore, it can be said that the use of Spidergram technique could improve the students' active participation in the teaching and learning process. Thus, it is suggested for English teacher to use this kind of technique as the variation in teaching activity and help improve his/her students' achievement especially in writing.