



**IMPROVING THE EIGHTH YEAR STUDENTS' STRUCTURE
ACHIEVEMENT THROUGH REMEDIAL TEACHING AT SMPN 1
AMBULU IN THE 2011-2012 ACADEMIC YEAR**

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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**Presented as One of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education
Jember University**

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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Sukardi and Supriyanti.
2. My brother, Deky Ovyrian.
3. My fiancée, Miswati Nur Hasanah

CONSULTANTS APPROVAL SHEET

IMPROVING THE EIGHTH YEAR STUDENTS' STRUCTURE ACHIEVEMENT THROUGH REMEDIAL TEACHING AT SMPN 1 AMBULU IN THE 2011-2012 ACADEMIC YEAR

THESIS

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at the English Education Program, Language & Arts Education Department,
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SUMMARY

Improving the Eighth Year Students' Structure Achievement Through Remedial Teaching at SMPN 1 Ambulu in the 2011-2012 Academic Year; Erik Estrada; 050210401189; 42 pages; English Education Program Faculty of Teacher Training and Education University of Jember; 1. Dra.Siti Sundari, M.A, 2. Dra. Made Adi Andayani.T, M.Ed.

This research was a classroom action research. It was intended to improve the eighth year students' structure achievement. The research subject was the students of class VIII B. The research subjects were chosen because most of the students got less than 75 in structure, in which 75 was the standard minimum requirement (*KKM/Kriteria Ketuntasan Minimal*). They had difficulties in class. The students of VIII B had problems in writing the simple past tense sentences. They could not differentiate between the use of verbs either in the past tense or in the present tense.

This classroom action research was conducted in cycles in which each cycle covered the planning of the action, the implementation of the action, observation and evaluation, data analysis, and the reflection of the action. This research used observation and structure test as the data collection methods. Observation was used to observe the students' participation in the teaching learning process of structure through remedial teaching. Structure test was used for measuring the students' structure achievement after they were given the action. The test materials covered the use of simple past tense and modal auxiliary.

The classroom action research was successful if 75% of research subjects taking the test get score 75 as the minimum score (*SKM/Standar Kelulusan Minimal*), and if 75% students are active in the teaching learning through remedial teaching. In Cycle 1, the result of the structure test showed that there were only 10 students who got score ≥ 75 . In other words, the percentage of the students who got scores at least 75 in Cycle1 was 27% of 37 students. The mean score was 66.4. Besides, the result of

observation also showed that there were only 12 students or 32.4% of the students who were active in the teaching learning process of structure through remedial teaching. In conclusion, Cycle 1 was failed to achieve the targeted minimum requirement. It had to be continued to the Cycle 2.

In Cycle 2, the result of the structure test showed 27 students or 100% of the students got score ≥ 75 . The mean score improved from 66.4 in Cycle 1 to 83.9 in Cycle 2. The result of observation also showed a significant improvement that there were 21 students of 27 students categorized as active students or 77.7% of the students took part actively in the remedial teaching learning process. Based on the results both of the structure test and the observation in Cycle 2, it could be concluded that it had already achieved the objective of the research. Therefore, the research stopped in Cycle 2. It means that the action of teaching structure through remedial teaching could improve the students' structure achievement.

ACKNOWLEDGEMENT

Thanks to Allah SWT for the guidance and mercy, so that I can finish the thesis entitled “Improving the Eighth Year Students’ Structure Achievement through Remedial Teaching at SMPN 1 Ambulu in the 2011-2012 Academic Year”.

Related to the appreciation for this thesis, I would like also to express my deepest appreciation and my sincere thanks to the following people and institution:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of Language and Arts Education Department.
3. The Chairperson of the English Program of the Faculty of Teacher Training and Education.
4. The first and second consultants, Dra.Siti Sundari, M.A and Dra. Made Adi Andayani T., M.Ed, who have given me guidance and helped me in finishing this thesis. Their willingness in guiding and their suggestions are highly appreciated.
5. The examination committee.
6. The principal of *SMP Negeri 1 Ambulu* Jember Drs. Bambang Setyonohadi, M.M who gave me permission in conducting my research, the English teacher Maroji, S.Pd and the eighth grade students in the 2011/2012 academic year who have helped me in obtaining the research data and gave me support so that I could finish the research.
7. All of my friends at English Education Program, especially the 2005 level.
8. English Department, Faculty of Teacher Training and Education, Jember University.

I do realize that this thesis might have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. I also hope that this thesis can be useful for the readers later.

Jember, March 18, 2012

The writer

TABLE OF CONTENTS

	Page
COVER	ii
DEDICATION.....	iii
CONSULTANT APPROVAL SHEET	iv
APPROVAL OF THE EXAMINATION COMMITTEE	v
SUMMARY	vi
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	ix
LIST OF TABLES	xii
APPENDICES	xiii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Problems.....	3
1.3 Scope of the Research	3
1.4 Objectives of the Research	4
1.5 The Significance of the Research	4
CHAPTER 2. REVIEW OF LITERATURE	6
2.1 The Meaning of Structure	6
2.1.1 The Teaching Material of Structure for Junior High School students	6
2.1.2 Structure Material Taught to the Subject	7
2.2 Remedial Teaching Definitions	11
2.2.1 The Aim of Remedial Teaching.....	12
2.2.2 The Functions of Remedial Teaching	13
2.2.3 The Elements of Remedial Teaching	14

2.2.4 The Steps of Remedial Teaching	14
2.2.5 Materials and Time of Remedial Teaching	15
2.2.6 Learning Difficulty Factors	16
2.2.7 Level of Difficulty	17
2.2.8 Diagnosis of Learning Difficulties.....	17
2.2.9 The Implementation of Remedial Teaching of Structure	18
2.3 Improving the Students' Structure Achievement through Remedial Teaching.....	19
2.4 Action Hypothesis.....	20
CHAPTER 3. RESEARCH METHODS.....	21
3.1 Research Design	21
3.2 Area Determination Method	24
3.3 Research Subjects.....	24
3.4 Operational Definitions of the Terms	24
3.5 Data Collection Method	25
3.5.1 Structure Test	26
3.5.2 Observation	27
3.5.3 Interview	27
3.5.4 Documentation	28
3.6 Research Procedure	28
3.6.1 Planning of the Action	28
3.6.2 Implementation of the Actions.....	28
3.6.3 Observation	29
3.6.4 Evaluation and Reflection.....	30
3.7 Data Analysis Method.....	31

CHAPTER 4. RESULTS, DATA ANALYSIS AND DISCUSSION	33
4.1 The Results of the Implementation of the Action in Cycle I	
.....	33
4.1.1 The Result of Observation in Cycle 1	34
4.1.2 The Result of Students' Structure Test in Cycle 1	35
4.1.3 The Results of Reflection in Cycle 1	36
4.2 The Results of the Implementation of the Action in Cycle 2	
.....	38
4.2.1 The Result of Observation in Cycle 2	39
4.2.2 The Result of Structure Test in Cycle 2	40
4.3 Reflection	40
4.4 Discussion.....	41
CHAPTER V. CONCLUSIONS AND SUGGESTIONS.....	44
5.1 Conclusions	44
5.2 Suggestions.....	44
BIBLIOGRAPHY	
APPENDIX	

LIST OF TABLES

	Page
4.3.1.1 Table of the Weaknesses in Cycle 1 and Revision in Cycle 2.....	38

APPENDICES

1. Matrix
2. The Students' Diagnostic Test Worksheet
3. Lesson Plan 1 of Cycle 1
4. Lesson Plan 2 of Cycle 1
5. The Students' Structure Test Worksheet Cycle 1
6. Lesson Plan 1 of Cycle 2
7. Lesson Plan 2 of Cycle 2
8. The Students' Structure Test Worksheet Cycle 2
9. Students' Name
10. Observation Checklist
11. The Result of Observation Checklist in Cycle 1
12. The Result of Observation Checklist in Cycle 2
13. The Result of Structure Test of Cycle 1
14. The Result of Structure Test of Cycle 2
15. Interview Guide
16. Students' Daily Test Score
17. The Result of Students' Diagnostic Test Score
18. The Example of Students' Diagnostic Test
19. The Example of Students' Structure Test Cycle 1

20. The Example of Students' Structure Test Cycle 2
21. Permission Letter from the Faculty
22. Permission Letter from the School
23. List of Mean Score of All Class VIII
24. Revision Sheet from the Consultant