



**IMPROVING THE ELEVENTH GRADE STUDENTS' SENTENCE
WRITING ACHIEVEMENT USING POCKET CHART
AT SMK MAMBA'UL KHOIRIYYATIL ISLAMIYYAH**

BANGSALSARI -JEMBER

THESIS

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

By:

EKA LAILI HERMAYANTI
050210491067

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
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DEDICATION

This thesis is dedicated to my beloved father and mother, Andik Suherman and Siti Romlah, as well as to my uncle and aunt, H. Sukri and Hj. Lathifah, my dearest husband, Ahmad Suharto, S.Ag, and my sister, Evi Dian Sari and all my families.

CONSULTANTS' APPROVAL

IMPROVING THE ELEVENTH GRADE STUDENTS' SENTENCE WRITING ACHIEVEMENT USING POCKET CHART AT SMK MAMBA'UL KHOIRIYYATIL ISLAMIYYAH BANGSALSARI -JEMBER

THESIS

Presented as One of the Requirements to Obtain SI Degree of the English Education
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Training and Education, Jember University

By:

Name : Eka Laili Hermayanti

Identification Number: 050210491067

Level : 2005

Place/Date of Birth : Sidoarjo/December 30th 1986

Department : Language and Arts Education

Program : English Department

Approved by:

The First Consultant,

The Second Consultant,

Drs. Bambang Suharjito, M. Ed
NIP.196110231989021001

Dra. Made Adi Andayani T., M. Ed
NIP.196303231989022001

APPROVAL OF THE EXAMINATION COMMITTEE

This Thesis is Approved and Received by the Examination Committee of the Faculty of Teacher Training and Education, Jember University on:

Date : Thursday, January 20, 2011

Place : The Faculty of Teacher Training and Education, Jember University.

The Committee

The Chairperson,

The Secretary,

Dra. Musli Ariani, M.App.Ling

NIP. 196806021994032001

Dra. Made Adi Andayani T., M.Ed

NIP. 196303231989022001

The Members;

1. **Dr. Budi Setyono, M.A.**
NIP. 196307171990021001

1.

2. **Drs. Bambang Suharjito, M.Ed**
NIP. 196110231989021001

2.

The Dean,

Faculty of Teacher Training and Education

Drs. H. Imam Muchtar. S.H. M.Hum

NIP. 195407121980031005

MOTTO

Do the best and be the best!
Today is better than Yesterday and
Tomorrow must be better than Today

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First and foremost, I would like to express my greatest gratitude to Allah SWT, the most Gracious and the most Merciful. Because of His countless Blessing, Mercy and Grace, I can accomplish writing this thesis.

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Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions or criticism will be respectfully welcomed and appreciated.

Jember, 20 January 2011

The writer

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SUMMARY

Improving the Eleventh Grade Students' Sentence Writing Achievement Using Pocket Chart at SMK Mamba'ul Khoiriyatil Islamiyyah Bangsalsari -Jember; Eka Laili Hermayanti; 050210491067; 49 pages; English Education Program of Language and Arts Department; Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eleventh grade students' sentence writing achievement at SMK Mamba'ul Khoiriyatil Islamiyyah Bangsalsari- Jember. This research was begun by conducting an interview with the English teacher of the eleventh grade students of SMK Mamba'ul Khoiriyatil Islamiyyah on 30th December 2009. Based on the preliminary, it was found that the students of class XI^{AK} (Akuntansi) faced difficulties in sentence writing . There were only 63, 46 % of 52 students in that class who got score 65 or more. Besides, the students were also lack of participation in the classroom during the teaching and learning process of English sentence writing.

Pocket Chart is one of media in teaching learning process of writing under the reasons that using this media, the students and teachers easily change cards placed in pocket chart to complete activities. Pocket chart activities can fit the classroom themes and developmental needs of the students. It means that pocket charts are used to do many activities and motivate the students to learn English. In this research, the strength of pocket chart is to make it easier for the teacher to explain the lesson and for the students to understand especially the sentence types (simple and compound sentence) and practice the pattern of sentence based on the tenses (Simple Present and Simple Past Tense).

This classroom action research was done collaboratively with the English teacher covering planning of the action, implementation of the action, observation and evaluation, analysis and reflection. This research was carried out in two cycles

and each cycle consisted of three meetings including the test. The subject of this research was XI- AK students of SMK Mamba'ul Khoiriyatul Islamiyyah Bangsalsari that consists of 52 students, in the first semester 2010/2011 academic year. The research target was 75% of the students got score at least 65 and 75% of the students were actively involved in the teaching and learning process of sentence writing using pocket chart.

Based on the result of observation, it was found that 34 students or 65.38% of 52 students in Cycle 1 Meeting 1 and 37 students or 71.15% of 52 students in Cycle 1 Meeting 2 actively participated in the teaching learning process of sentence writing using pocket chart. Meanwhile, there were 36 students or 69.23% of 52 students who got score 65 or more. This result above showed that the action of Cycle 1 did not achieve the standard requirements. This was the first time for them to learn English sentence writing using pocket chart. Therefore, the action was continued in Cycle 2 by revising the teaching technique including the lesson plan and classroom activities.

The result of action in Cycle 2 showed significant improvements. It was showed that the students' active participation improved in the first meeting that was 76.92% to 80.77% in the second meeting. Meanwhile, there were 40 students or 76.92% of 52 students who got score 65 or more. It means that the target of the research was achieved in Cycle 2. In short, it could be concluded that pocket chart could improve the students' sentence writing achievement and their active participation. Therefore, the English teacher was suggested to use pocket chart in challenging way as media in teaching writing.