**The Implementation of Parts of Speech Drillings**

**to Improve Students’ Writing Skill at Geeta Junior High School Cirebon 2011-2012**

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A THESIS

In Partial Fulfillment of the Requirements

for Master Degree in Linguistics

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**DIPONEGORO UNIVERSITY**

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The writer realizes that this thesis is still far from perfect. She, therefore will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the reader who wishes to learn something about Parts of Speech and to pay more interest about how to implement grammar to improve the students’ writing skill.

Semarang, 26 March 2012

The writer

**STATEMENT OF ORIGINALITY**

I hereby declare that this submission in my own work and that, to the best of my knowledge and belief, this study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institute of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 26 March 2012

Mese Romdhonah

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**ABSTRACT**

(Mese Romdhonah, 2011) The Implementation of Parts of Speech Drillings to Improve Students’ Writing Skill at Geeta Junior High School Cirebon 2011-2012. Thesis. Master’s Program in Linguistics, Diponegoro University Semarang. Thesis : Dr. Suwandi, M.Pd.

The research was held in Geeta School Cirebon in the first semester of academic year of 2011-2012. It started in September 2011. The subject of the research was 15 students of seventh grade Junior High School. The data were gained from three kinds of instruments: test about parts of speech, questionnaire, and observation sheet. The data were in the form of quantitative and qualitative data.

The researcher did the pre-observation to detect the problem faced by students using questionnaire given to previous English teacher and students. The result of pre-observation was the students used to join the classroom activity, while the students stated that they found difficulty in making simple sentence. There were some factors caused the students found difficulty to write sentence. Based on those facts, the researcher arranged series of planning to conduct classroom action research to solve the problem and to improve the students’ learning behavior toward the English Classroom activities.

The research used the research design of action research. It conducted through two cycles, which each of cycle consisted of four steps: planning, acting, observing and reflecting. The data were analized by comparing the result of pre-observation, pre-test, the 1st cycle post-test and the 2nd cycle post-test. The data were illustrated through tables and graphs. The scoring system was Fix scoring measurement; each correct arrangement of sentence can get 1 point.

The result showed that the students’ scores improved well in the first and second cycles. The students’ opinion, which stated that writing English sentence, was difficult, decreased. On the other hand, the students’ attitude and response to the classroom activity increased significantly. Before the research was held, the students were really not interested in making writing activity. After they had treatment of the research the students’ learning attitude were improve well. In the 2nd cycle, there were 93% students were enthusiast to join the lesson actively, 60% students more often to ask question, 93% students submit the task on time and 100% students gave their attention to the lesson. The average classroom score was markedly increased: 5.20 (pre-test), 5.53 (1st cycle) and 7.70 (2nd cycle). The lowest score in the first cycle was 30 while in the second cycle was 65. The highest score in the first treatment was 60; while in the second cycle were 90. The minimum standard score was 70.

In conclusion, based on the result of data analysis, the ability in making simple sentence of Geeta Junior High School Cirebon 2011 was remarkably improve after the implementation of Parts of Speech Drillings. The writer suggests that the teacher can use the word order pattern: NP+AP+NP (part of Speech) in the teaching process of writing because it is very simple and understood easily by the students. This research can give basic inspiration for other researchers to conduct further CAR (classroom action research) which is dealing with parts of speech in writing activity.

***Key words: part of speech, action research, writing sentence***

**INTISARI**

(Mese Romdhonah, 2011) *The Implementation of Parts of Speech Drillings To Improve Students’ Writing Skill at Geeta Junior High School Cirebon 2011-2012.* Tesis. Program Magister Linguistik Universitas Diponegoro Semarang. Dosen Pembimbing: Dr. Suwandi, M.Pd.

Penelitian diadakan di SMP Geeta Cirebon semester satu tahun pelajaran 2010-2011. Penelitian dimulai September 2011. Subjek penelitian adalah 15 siswa Sekolah Menengah Pertama kelas VII. Data diperoleh melalui tiga jenis instrumen, yaitu tes mengenai *Parts of Speech,* kuesioner, dan catatan hasil observasi kelas.

Peneliti melalukan observasi awal untuk mendeteksi masalah yang dihadapi siswa melalui survei kuesioner kepada siswa dan guru bahasa Inggris tahun pelajaran sebelumya. Hasil observasi awal menunjukan bahwa siswa tidak berpartisipasi dengan baik ketika proses KBM berlangsung. Siswa kesulitan dalam menulis khususnya menulis kalimat sederhana dalam bahasa Inggris.tahapan

Peneliti menggunakan model penelitian tindakan kelas melalui dua siklus. Setiap siklus melalui empat tahapan yaitu; perencanaan, tindakan, observasi dan refleksi. Data diperoleh dari hasil observasi awal, tes penjajakan, dan tes akhir siklus pertama dan kedua yang disajikan melalui penjelasan, grafik dan tabel. Rubik penilaian berdasarkan poin tunggal dari setiap soal yang diberikan.

Hasil penelitian menunjukan pencapaian nilai siswa mengalami kenaikan signifikan pada siklus pertama dan siklus kedua jika dibandingan dengan hasil uji coba sebelum pemberian materi penelitian. Respon siswa mengikuti pembelajaran mengalami kemajuan. Di siklus akhir diperoleh 93% siswa sangat antusias mengikuti pembelajaran, 60% siswa lebih banyak bertanya tentang materi, 93% siswa mengumpulkan tugas tepat waktu dan 100% siswa berkosentrasi penuh dalam pembelajaran. Perolehan nilai rata-rata kelas meningkat: 5,20 (sebelum pembekalan materi), 5,53 (siklus pertama), dan 7,70 (siklus kedua). Nilai terendah siswa pada siklus pertama 30, sedangkan pada siklus kedua 65. Nilai tertinggi perolehan menulis kalimat sederhana siklus pertama 60, sedangkan pada siklus kedua 90. Kriteria ketuntasan minimal (KKM) menulis adalah 7.00.

Kesimpulan penelitian berdasarkan analisis hasil penelitian adalah bahwa kemampuan menulis kalimat dalam bahasa Inggris siswa-siswi kelas tujuh SMP Geeta Cirebon 2011 telah mengalami peningkatan setelah adanya implementasi *Parts of Speech Drillings.* Peneliti menyarankan para tenaga pengajar Bahasa Inggris untuk menggunakan rumus sederhana yaitu *NP+AP+NP* dalam proses pengajaran *Writing skill.*Hal tersebut dikarenakan rumus tersebut sangat sederhana dan sangat mudah dimengerti oleh para siswa. Penelitian ini dapat memberikan ide dasar bagi para peneliti untuk melakukan PTK dimasa akan datang yang berkaitan dengan penggunaan *Parts of Speech* dalam akvitas upaya peningkatan aspek kemampuan menulis siswa.

Kata kunci : *Parts of Speech,* penelitian tindakan kelas, menulis kalimat.