CHAPTER I

INTRODUCTION

The first chapter presents background of the study, statement of the problem, purpose of the study, scope of the study, significances of the study, and the organization of writing.

1. Background of The Study

Being able to write is one of the goals in teaching English as a foreign language. As a part of English learning, writing skill has been regarded as one of the difficult skills which should be mastered by Junior high school students. School Based Curriculum as a national curriculum has already given sufficient integrated theme for writing skill improvement in English area, yet the result shows so many students cannot write properly. Students find difficulties to transfer their idea in the form of sentence, since they have not got a good way how to make it better.

Some teachers still regard that traditional concerns of spelling and basic grammatical errors are neglected. In fact, while these are significant, and should be corrected by the students as they learn to write good English, correction (the structure of the sentence) of these alone will ensure satisfactory English writing result. Teacher may expect a good writing course to help the students to correct their mistake, but natural writing does not result primarily from exercise in avoiding mistake, so teacher need to fit help with correction into a framework of more positive development of writing skills.

Research conducted since the early 1960s shows that grammar instruction that is separate from writing instruction does not improve students' writing competence. In addition, research result indicates that the transfer of formal grammar instruction to writing is not applicable to larger elements of composition. Through detailed studies of students' writing, Shaughnessy (1977) in Chin (2000) concluded that the best grammar instruction is that which gives the greatest return for the least investment of time. Shaughnessy advocates four important grammatical concepts: the sentence, inflection, tense, and agreement. She recommends that teachers should encourage students to examine grammatical errors in their own writing. She also cautions teachers not to overemphasize grammatical terminology to the detriment of students' ability to understand and apply the concepts.

The national content standards for English language arts are based on professional research and best classroom practices. While the standards acknowledge the importance of grammar concepts, they clearly recommend that students learn and apply grammar for the purpose of effective communication. By embedding grammar instruction in writing instruction, teachers can positively affect students' actual writing skills. (Chin.2000)

The Indonesian National Standard Curriculum 2006 (KTSP) has four English skills to be measured and applied to the students; listening, speaking, reading and writing skills. Unfortunately, there is no space for students to get special treatment to learn grammar specifically. There is only little part for grammar to be placed between four English skills. Therefore, a lot of students are unable to master English both written and spoken well.

In Electronic School Book (BSE) of English, there is no specific target language to be achieved especially in grammar. The students even do not have any idea about what sentence is, and a worse problem than that situation is the students really do not know about parts of speech such as naming part (subject and object), action part (predicate) and punctuation.

There are only few English teachers in Cirebon who know about teaching writing by drilling grammar. English Teachers in Geeta Junior high school Cirebon even do not know about what is parts of speech function in teaching writing for students.

Parts of speech drillings are simple ways which give exercise how to pattern a sentence by focusing on simple sentence structures. Those guide students how to make simple sentence by placing parts of speech: naming part (noun), action part (verb), punctuation. The materials can also be combined with communicative teaching method such as doing games through group activity, applying computer assistance to display the vocabulary and picture, and using flashcard to help the student easier to get idea in making sentence.

The application of parts of speech drilling materials is only the beginning series of treatment to improve the students’ ability in writing, because it only stimulates the students to make simple English sentence as the early step in better writing result.

B. Statement of the problem

1. To what extent is the ability of students in writing?
2. What problems are faced by student in writing?
3. Do the implementation parts of speech drillings improve the ability of students in writing skill?
4. Do students achieve satisfactory result in writing after the teacher had taught them using parts of speech drilling?

C. Purpose of the Study

The research has several objectives to be reached. They are :

1. To find out the ability of students in writing.
2. To find out the problems faced by student in writing.
3. To find out whether the parts of speech drillings improve students’ ability in writing.
4. To find out whether students achieve satisfactory result in writing after being taught using parts of speech drillings.

D. Scope of the Study

This research focuses on the activity of drilling parts of speech to improve students’ writing skill.

E. The Organization of Writing

There are five chapters in this thesis. Chapter one consists of background of the study, purpose of the study, scope of the study, underlying theory, and organization of writing.

The background of the study presents information of the problems studied. The purpose of the study is presented based on the problems of the research. The scope of the study contains the focus of discussion of the study. Underlying theory deals with the theories that are used as the basic of this research. Organization of writing presents systematically the content of the report in brief.

Chapter two consists of literary review. This chapter consists of previous research conducted which is related to the topic of the research. It discuss about theories about parts of speech, teaching writing, and the relation between parts of speech as grammar essence and writing process.

Chapter three comprises of research method. It covers research design, population, sample, instrument, data collection and data analysis.

Chapter four presents the research result and findings. This chapter presents the analysis of research result of treatment in pre-test, the 1st cycle and the 2nd cycle. The chapter also discusses about quantitative and qualitative data description.

Chapter five contains conclusion and suggestion. The conclusion is the summary of the main point of research discussion. The researcher gives several suggestions for student, teacher, and other researcher.

F. Significance of the study

The research has two significances as theoretically, pedagogically, practically.

1. Theoretically

The research can be used to develop future theory to enlarge development teaching theory of teaching English using parts of speech.

1. Pedagogically

The research is useful for teachers and students. The teacher can use the research result as a reference of teaching approach to improve the students’ ability in writing. It can give student simple way how to transfer their ideas in writing activity.

1. Practically

The research result can be used by other researcher to conduct another future research related to the implementation of parts of speech in teaching English.

G. Definition of terms

1.Sentence.

Sentences are groups of words that make complete sense. When you give me a sentence I know you have told me or ask me something complete.(Colman.2005:3)

Sentence is as much of the uninterrupted utterance of a single speaker as is included ether between the beginning of the utterance and the pause which ends a sentence final contour or between two sentence such pauses.

2. Word order

Word is a particular physical realization of the realization of the lexeme in speech or writing

Word order is one of synthetic devices (an arrangement of word together that to form a meaningful combination of words) has to be used in building syntactical construction. (Nelson,1958)

Word is the smallest unit of language that can be used by itself. (Baker.1992:11)

**CHAPTER II**

**LITERARY REVIEW**

Chapter two presents some previous studies, some theories about parts of speech , approach of teaching writing, and the needs of grammar.

1. **Previous Studies**

Some projects dealing with writing have already been conducted by researchers. Murphy (1994) conducted a research entitled *Correcting Students’ Writing*. He stated that it was hardly surprising since it was hard enough to measure progress in writing skill, let this alone which was related to the specific teacher behavior. He reported a breakdown of types of “correction” in students’ writing. They mostly made mistake in: verb, explanation, vocabulary, morphological, style adjusted, and ticks. The highest error of students was about verb. It was clear that parts of speech which is included verb were a good way to improve the capability of students in writing.

Another research which related with student’s writing was held by Lee (2009) from Nanyang Technological University, Singapore. He issued the improving coherence in students’ writing. It also raised problem of the lack of capability in using the structure of sentence dealing with parts of speech, hence in specific matter of idea of writing.

Hudson (2001) from Department of Phonetics and Linguistics, UCL, Gower Street, London, he wrote about the relationship between parts of speech on his article entitled “ Grammar teaching and writing skills: the research evidence”. He stated:

“At one time it was taken for granted that the answer was yes, so children were taught grammatical analysis as part of the effort to improve their writing.” Hudson (2011.p19)

Husdon (2011) stated that grammar teaching could be surreptitious, as it was a clear underlying theory of grammar but minimal use of grammatical terminology. This is in fact how a lot of grammar teaching has been done; and in particular there is a well-recognized activity called 'sentence combining'.

The fact that all of the previous studies mentioned above gave sufficient result to develop the students’ ability in writing English sentence; furthermore, this study was intended to find other alternative of ways related to the purpose of upgrading students’ writing ability using the Implementation of Parts of Speech drillings materials.

Parts of Speech is a kind of syntactical feature consist of some component of sentence structure; noun, verb, adjective, adverb, punctuation, and conjunction. “ Parts of Speech is a syntactical feature which construct structural sentence. They are nouns, pronouns, verb, adjectives, adverbs, prepositions, conjunctions, and interjections.” (Payne. 1984:154)

Willis (2003) explains about sentence structure for early writing. “….we can set out very general rules to describe structure of the English ….is NP+VP+ (+?). This means that the pronoun element in the clause is a noun or a noun-equivalent such as a pronoun (I, you, and she). This is followed by a verb which may be followed by (+?) depending on the nature of the verb.(Willis.2003)

Willis (2003) explained that before students begin studying sentence form, they should be able to read and write simple sentences and take dictated ones with a high level of accuracy. In this section the simple sentence constructions are introduced to the students. Firstly, they learn to recognize and correctly use the four basic kinds of sentence together with the appropriate punctuation. Students are reminded that all sentences start with a capital letter. The application of part of speech applies this pattern:

*Naming Part + Action Part + Naming Part*

Dykes (2007) stated that parts of speech consisted of Nouns, Verbs, adjectives, adverbs, preposition, punctuations, and conjunctions. She explained about the relationship between writing and grammar. There is Grammar-Syntax Organization approach that can effectively be applied for teaching writing. She stated that this approach stressed on simultaneous work on more than one composition feature.

Teachers who follow this approach maintain that writing cannot be seen as a separate skill which is learned sequentially. Therefore, student should be trained to pay attention to the organization while they also work on the necessary grammar and syntax. This approach links the purpose of writing to the forms that are needed to convey message.

Jarvis (2002) stated on a journal about the Process Writing Method. Part of speech was a small part of writing method. As Taylor (1986) describes:

“Writing Process Step is an approach which encourages ESL youngsters to communicate their own written messages while simultaneously developing their literacy skills in speaking and reading rather than delaying involvement in their abilities in hand writing, reading, phonetics, spelling, grammar, and punctuation. (Taylor.1986)

In the process of teaching writing, students may in the beginning not be perfect especially in grammar and syntax so the result of improvement can be seen after several meeting of teaching through steps of arranging sentences.

Pyne (2007) gave explanation about the reason why the teacher had to use grammar in teaching writing. He stated about teaching writing using grammar. He said that School grammar books have a traditional way of teaching which grammar is to be learnt in the “correct rules” of a language, mostly for writing. They included topics such as usage, sentence structure, punctuation, parts of speech, and possibly other features that were related to school purposes such as improved reading comprehension and development of presentation skills.

Dykes (2007) explained that Parts of speech drillings must be given to the students related to writing sentence activity. Each material from Parts of Speech should be applied in series of teaching in word building session.

“…When discussing word in relation to spelling and or comprehension, however, students need to be sure of: the function of all of part speech and the use of a dictionary for finding out word constructions” (Dykes 2007: 113)

Sams (2003) explained about the implementation of parts of speech in the form of Sentence structure in the *journal “How to Teach Grammar, Analytical Thinking, and Writing: A method That Works”*. He said that grammar and writing were so inextricably linked as to be virtually synonymous. Writing is about forging relationship between and among ideas expressed in language structures called “sentence”. An idea must be arranged in a sentence. Lynn also explained about teaching parts of speech to make sentences.

“…it is clear how the ability to see words operating as language units assists in punctuating and maintaining subject-verb and pronoun-antecedent agreement and how this ability to “see” reading comprehension as well.” (Sams.2003:62)

The effect of teaching parts of speech (grammar) was explained Noden (2010). He challenged the principle of cause and effect that underlines the traditional view of grammar, which emphasizes that a student becomes an effective writer by first learning grammatical terms and structures. He used the principles of the existence of: adjective still modify nouns, and verbs provide the action.

Perez (2011) had done a research about teaching parts of speech. She explored the role of explicit instruction of grammatical concepts in context as an essential building block in developing writing. Students were explicitly taught each part of speech. This was done through sorting activities, group work, word wall building, writing activities, and the authoring of students own grammar books. The result of Perez’s research was after the student generated word lists for each part of speech, students' definitions and examples of each part of speech, revised sentences and paragraphs, showed that identified students grew in defining each part of speech studied, depth of knowledge was demonstrated through students' final writing piece and transferability was proven through students' authored books.

Those previous researches are so complicated compared to this research. There is some difference between those previous researches and this research especially in the scope materials. The previous researches were so board in focusing material tested for the students, while this research is only focus ans specialized for building simple sentence in writing. This research is also use simple pattern that is NP+AP+NP (Naming part+Action part+Naming part). It has not been implemented before in the previous research.

The other of special characteristics of this research that is about combining some teaching variation method to teach grammar but it inserts speaking, listening, and interactive activity during the research treatment. This research is also using multi-background of mother language of research subjects who come from several different countries.

1. **Parts of Speech**

Harmer (1998) explained about the using of parts of speech. When considering sentence grammar we need to know various things: the words can be used for subject, how to join different sentences and the words before and after the nouns. It is really strictly needed to master each parts of speech function and variation to build a structural sentence.

Harmer gave summary of parts of speech, which consist of noun, verb, adjective, and adverb. The summary of parts of speech is shown in the table below.

Table 1. Parts of speech

|  |  |  |  |
| --- | --- | --- | --- |
| Parts of speech | Description | Example (word) | Example  (sentence) |
| Noun  (noun phrase) | A word or (group of words) that is the name of a person, a place, a things or activity or a quality or idea; nouns can be used as the subject or subject of a verb. | Book, pencil, town, pencil case, town hall. | I read this book.  I need a pencil. |
| Adjective | A word that gives more information about a noun or pronoun. | Nice, beautiful, best, kind, lazy. | She is beautiful.  He is so kind. |
| Verb | A word (or a group of words) that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence. | Write, sing, ride, eat, drink. | I eat noodle.  We sing a song. |
| Adverb | A word (or group of words) which is used to show the way in which other words are connected. | Carefully  Slowly. | He drives carefully.  We walk slowly. |

Dykes (2007) explained about parts of speech. Parts of speech consists of noun, verb, adjective, adverb, punctuation, conjunction and sentence form.

Naming part which is called for representing noun in this research. it consist of several form of noun. It consists of common noun, proper nouns, collective nouns and abstract noun. Noun is not original of English word. As Dykes explained “The word ‘noun’ comes from Latin *nomen* meaning *‘ name ’*. A noun is the name of a thing. Everything that exists has a name, whether you can see it or not. There are four kinds of nouns.” (Dykes. 2007)

a) Common Nouns

Common nouns is a noun which has general meaning. It refers to large portion of meaning. It can be made more spesific become proper noun. The common noun is written by lower case if it is put not in the firs of a sentence. “ Common nouns are names of everyday things that we can see, hear or touch. For example :table, banana, volcano, song. We can put the word ‘the’ in front of them and make sense, as in : *the rope, the poison.* if it does not make a sense, the word cannot be a noun” (Dykes, 2007:22).

b) Proper Nouns

Proper noun is a spesial noun. It is to name a thing. Its first letter is written with uppercase letter.

Proper noun is the word ‘proper ‘ comes from the french word *propre*  meaning one’s own, i.e. belonging to a particular person or thing. Proper noun is a special names that we give to people, places and particular things like the days of the week, months of the year, or even the titles of books or tv shows. For example *: Jason, Town Hill, China, French, The Wishing Chair.* Because they are special and individual names, they start with a capital letter and, apart from people, most of these things have only one proper name… (Dykes.2007:23)

c) Collective nouns

These are names of groups of things, animal, or people, which go together, or have something in common. For example:

A number of people in a group singing a choir.

A number of cows in a group is a herd.

Note here that if the group word is singular then the verb following must also be singular. For example :

Correct – The choir *was* rehearsing in the chapel.

Incorrect –The choir *were*  rehearsing in the chapel.

There may, of course, be more than one group. In which case the verb will be plural.For example : The choirs were competing in the final.

d) Abstract Nouns

Abstract nouns form what can be the most difficult group to understand, as they represent ideas, and have no physical substance that you can see or touch. For example : beauty, greed, intelligence. Or the idea may be a state that is felt or suffered, for example *:* joy, misery, neglect. It may be the act of something, for example: duty, aggression. It may be event or happening, f*or example :* Conversation, pause. It is a good idea, especially for younger ESL students, to explain the various ways in which make plurals, as they can cause some confusion.

1. For most nouns, we just add –s to the plural form the plural, as they can cause some confusion. For example :

One hat two hats

One lunch two lunches

2) For some words it is difficult to add‘s’ alone-try saying box with just‘s’ on the end. For such words, we insert the vowel sound ‘e’ for case pronunciation. For example:

one box two boxes

3) Although our language has been simplified in many ways over time, some old forms have stayed, largely due to earlier pronunciation. Among these are a number of word in which the inside vowel change between singular and plural. These just have to be learnt. For example:

one man two men

One mouse two mice

4) We also have plural by adding ‘en’. For example:

one chick two chicken

One ox two oxen

2. Verb

Verb is action. A few verbs indicate states or condition which often refer to health, or to feelings.

The word ‘verb’ comes from the Latin *verbun* meaning ‘word’. Verbs are doing, being or having words. There are two kinds of verbs; finite and non-finite verb. A verb needs a noun in front of it or it to make sense. Non-finite means not complete. It is because they do not have a subject. That is, a person, or thing that does the action or that sentence about. Non-finite verbs also do not show a sense of time, i.e. tense. Finite verbs have both a subject and a tense. For example: to drink, to be, to laugh.(Dykes.2009:41)

3. Adjectives

A semantic trait of adjectives is that they describe,modify,limit, distinguish, or otherwise characterize the noun they refer to. Adjectives take a larger category.

The word ‘adjective’ is from Latin *ad jacere meaning ‘throw to’* or ‘add’. In the grammatical sense, this means to add the characteristics of something. i.e. to quality it.Adjectives can be formed from nouns to express the quality of the noun. For example: point (noun), pointed (adjective), hope (noun), hopeful (adjective). Adjective can also be formed from verbs. For example: to run (verb), running (adjective). (Dykes. 2007:52),

4. Adverb

Adverb describes, modify, limit, distinguish, or otherwise talk about verbs. Adverbs are best understood being two kinds those that add to the meaning of a verb and those that add to the meaning other part of speech and other adverbs.

“…the word ‘verb’ derived from Latin *‘verbun’ m*eaning *‘word’*, we see that the adverb must mean something added to word. An adverb is a word that added meaning to any other word, except a noun or a pronoun. (that being a job for adjective)”. Dykes (2007:62),

The English language included an immense range of adverbs, and while flowery can result from an over-lavish from use either adjectives or adverbs, they do enable us to be wonderfully imaginative and subtly descriptive. Adverbs are best taught first, as their function is readily understood by young children. In order to establish a clear distinction between the function of adverbs and adjective it is preferable to use a term other than ‘qualify’ for adverbs.

The term limit can confuse young student by implying diminished meaning, although that, of course, it does in fact do. For instance, if you attribute one quality to a verb such as *‘he ran quickly’,* you have denied it an opposing to a verb or conflicting quality – he did *not* run slowly. However to avoid any confusion for learners we have chosen the term ‘modify’ for the function of adverbs. Adverbs add meaning in a number of different ways.

1) Adverb of time

These adverbs tell *when* the action of the verb does or does not occur. For example: Tomorrow, never. The show is on *tomorrow*. I have *never* been to show.

2) Adverb of place

These tell where the action of the verb does or does not happen.

For example: here, somewhere

It isn’t here. It must be somewhere!

3) Adverb of Manner (How adverb)

These tell *the way in which* the action of the verb does or does not happen.

For example: Well, rudely

You speak well. That boy speaks *rudely.*

4) Interrogative adverbs (‘question’ adverbs)

These adverbs are the question word that applies to the verb in a sentence.For example:

How, why, where

*How* did he escape?

*Why* did you leave the gate open?

*Where* can he be?

5) Comparative Adverb

Adverbs of comparison follow a similar pattern to comparative adjective while maintaining their function of modifying words. For example:

Fast –faster (comparing two things)

Fastest (comparing more than two things)

6) Irregular Adverbs of comparison

These irregular forms cause difficulty for some students who use them wrongly and use the adjective instead. (He did it *good – or performs real bad)*. It is good idea to teach these and establish them in the minds of student early, use a display which can be made by the students themselves. There are some irregular adverbs.

Table 2. The irregular adjective

|  |  |  |
| --- | --- | --- |
| Adverb | Comparison | Superlative |
| Well | Better | Best |
| Badly | Worse | Worse |
| Much | More | Most |
| Little | Less | Least |

As some of these words can be adjectives, you may remind students to think about their function in a sentence. For example:

This is the worst firewood we had. Adjective qualifying the noun ‘firewood’).

It burns worst in the dry season. (Adverb modifying the verb ‘burns’)

5. Sentence Form

Before students begin studying sentence form, they should be able to read and write simple sentences and take dictated ones with a high level of accuracy. In this section the students are introduced to sentence construction. Firstly, they learn to recognize and correctly use the four basic kinds of sentence together with the appropriate punctuation. Students are reminded that all sentences start with a capital letter. The application part of speech to the writing that is applying the student for the pattern:

Naming Part + Action Part + Naming Part

Harmer (1998) explained about how to describe language in teaching writing through sentence construction. One way of describing different kinds of sentences is to use the term subject, object, verb, complement and adverbial. A simple sentence such as ‘ the dog bit a man’ contains a subject (‘The dog’), a verb (‘bit’) and an object (‘a man’). Other similar sentences can be ‘He read the paper’, ‘she solved the problem’. Verbs like these, with objects, are called transitive.

Harmer (1998) gave example one of sentence constructions. They are can be only S+P pattern or sentence with complement.

1) ‘subject + verb’ only. It is a sentence which is formed with only subjects and verbs (e.g. ‘He laughs’ ‘They disagree’, ‘It poured!’). Verbs such that which can’t take an object are called *intransitivity,* e.g. ‘laugh’, disagree’. Some verbs can be either transitive or intransitive, e.g. ‘She opened the door/ the opened’.

2) Complements: a complements is used with verbs like ‘be’, ‘seem’, ‘look’ etc. to give information about the subject. For example, the sentence ‘She is happy’ contains a subject (‘She’), a verb (‘seems’) and a complement (adjective-‘happy’).

**C. Approaches to Teaching Writing of The Research**

1. The Controlled-to-Free Approach

The controlled-to-free approach in is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by changing questions to statements, present to past, or plural to singular. They might also change words to clauses or combine sentences.

With these controlled compositions, it is relatively easy for students to write and yet avoid errors, which makes error correction easy. Students are allowed to try some free composition after they have reached an intermediate level of proficiency. As such, this approach stress on grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

**D. The Needs of Grammar for Writing**

Chin (2000) explained about the need of grammar in teaching writing. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning.

Research strongly suggests that the most beneficial way of helping students improve their command of grammar in writing is to use students' writing as the basis for discussing grammatical concepts. Researchers agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills

As students revise and edit their writing, teachers can provide grammar instruction that guides students in their attempts to identify and correct problems in sentence structure and usage. For example, a teacher who sees that many students are writing sentences containing misplaced modifiers can present a minilesson on this concept, using examples from student writing. The teacher can have students edit their own and one another's drafts for this problem. Integrating grammar instruction into the revising and editing process helps students make immediate applications, thus allowing them to see the relevance of grammar to their own writing.

Weaver (1998) proposes that a similar approach to teaching grammar in the context of writing.

"…what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing." Weaver proposes five grammatical concepts that enable writers to show improvement in sentence revision, style, and editing…” (Weaver.1998 :61)

Inserting grammar must use the requirement in order it can give best impact for writing. The teacher must make the students be familiar with parts of speech such as naming part for subject and action part as verb. The concept of basic grammar in a sentence can give strong basic of students’ ability in writing simple sentence.

There are five minimum requirements of grammar for maximum benefit of writing such as teaching concepts on subject, verb, sentence, clause, phrase, and related concepts for editing, teaching style through sentence combining and sentence generating, teaching sentence sense through the manipulating of syntactic elements, teaching both the power of dialects and dialect of power, teaching punctuation and mechanics for convention, clarity and style. Weaver (1998)

Writing simple sentence is a kind of written activity. It required formality. Its formality must reflect correct structure of English. “…grammar is exemplified in the tendency to limit the concern about ‘grammar’ to the needs of “correctness…” (Weaver. 1998)

**CHAPTER III**

**RESEARCH METHOD**

This chapter presents research design, instrument, research Subject, data collection and data Analysis

**A. Research Design**

The research method used was the procedure of classroom action research. Action research is learning by doing , it is a group of people identify a problem, do something to resolve it, see how successful their efforts are, and if not satisfied, try again.  While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in every day.  A more succinct definition is,

Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously.  Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process.” (O’Brien, R. 2001)

It began with the finding of teaching problems, and then the teacher tried to conduct research to find solution. The research used four steps; planning, acting, observing then reflecting. There were pre-test before treatment, 1st cycle and 2nd cycle.

The scheme of cycle of the research was as follow (adapted from Kemmis and Mc Taggart: 1988):

Planning

Acting

Observing

Reflecting

Planning

Acting

Observing

Reflecting

**Result of the Research**

According to Kemmis and McTaggart (1998), action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiralof cycles, which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

This research has also cycles. Those cycles started with planning, acting, observing and reflecting. The flows of the cycle can be seen as follow:

Chart1. The research cycle

Pre-observing

(Find out the problem)

The 1st Cycle

The 2nd Cycle

Write the report

Planning : prepare lesson plan, prepare the worksheet of materials.

Acting: do the treatment and post - test of the 1st cycle

Observing: observe the student attitude during the lesson and fill the observation checklist

Reflecting : analyze the data taken from observation and post -test of the 1st cycle

Planning: make lesson plan for the 2nd cycle, prepare flashcard, and prepare the worksheet.

Acting: do the treatment in the 2nd cycle with teaching improvements.

Observing: observe the students’ learning attitude after implementing the teaching improvement and give the post-test

Reflecting: analyze the data from the post-test

According to Ferrance (2007) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

The research conducted through steps of cycle. They are planning, acting, observing and reflecting. Each step is integrated one another.

1. Planning

Planning is the first step after doing pre-observing to detect the problem. Planning contains series of arrangement of plans, which it will be done in the research. “…In this phase the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where a researcher considers about what kind of investigation is possible within the realities and constraints of researcher teaching situation and potential improvements the researcher thinks are possible.” (Burn. 1999:17)

2. Action

Action is a step which the researcher conduct the treatment of the research to the students. It is done based on the planning of lesson plan and using instruments for the subject of research. “ The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that the researcher put into action over an agreed period of time. The interventions are ‘critically informed’ as the researcher question your assumption about the current situation and plan new alternative ways of doing things”.(Burns. 1999:18)

3. Observation

Observation is a significant step in the research; the researcher should put their attention toward the students’ respond. Some additional observation checklist must be provided to make sure every student is well noted. “ …this phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use ‘open-eyed’ and ‘open-minded’ tools to collect information about what is happening”. (Burns. 1999:18)

4. Reflection

The researcher starts to analyze the data from observation result. It is really needed to choose the correct manner to vary the data because it will affect the conclusion of the research. “…at this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. The researcher may decide to do further cycles of action research to others as part of researcher’s ongoing professional development”. (Burn.1999:19)

This research is a kind of individual action research. The teacher prepares all series of planning of the research. It gives certain benefit because the teacher is as a classroom teacher who has really knows about the students, so the fake expression can be avoided. According to Ferrance (2010) explained about types of action research. It can be individual or collaborative research. She stated that part of the confusion we find when we hear the term “action research’ is that there are different types of action research depending upon the participants involved. A plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school-or district-wide issue.

Based on Ferrance (2010) there are two types of action research; individual teacher research and collaborative action research. There are some differences in aspects of their focus, possible support needed, potential impact, and side effects. The differences are summarized in the chart below:

Table 3. Types of Action Research

|  |  |  |
| --- | --- | --- |
| Aspect | Indivual teacher research | 1. Collaborative action research |
| Focus | Single classroom issue | 1. Single classroom or several classrooms with common issue. |
| possible support needed | Coach /mentor  Access to technology  Assistance with data organization and analysis | 1. Substitute teachers 2. Release time 3. Close links with administration |
| potential impact | 1. Curriculum 2. Instruction 3. Assessment | 1. Curriculum  2. Instruction and Assessment  4. Policy |
| side effects | Practice informed by data information not always shared | 1. Improved collegiality  2. formation of partnerships |

According to Ferrance (2010) Individual teacher research usually focuses on a single issue in the classroom. The Teacher may be seeking solutions to problems of classroom management, instructional strategies, use of materials, or student learning. Teachers may have support of their supervisor or principal, an instructor for a course they are taking, or parents. The problem is one that the teacher believes is evident in his or her classroom and one that can be addressed on an individual basic. The research may then be such that the teacher collects data or may involve looking at student participation. One of the drawbacks of individual research is that it may not be shared with other unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working concurrentlyon the same problems with no knowledge of the work of others. Collaborative action reseach may include as few as two teacher or a group of several teachers and others interested in addressing a classroom or dpartement issue. This issue may involve one classroom or a common problem shared by many classrooms. These teachers may be supported by individuals outside of the school, such as university or community partner.

Wilson (2000) explained about how to conduct action research as qualitative research. He stated about five elements which must be put in conducting action research; data collection, data feedback, discussion, action plans, implementation and monitoring, evaluating, feedback, and problem re-definition. He stated that all standard methods of data collection may be employed in an action research programme. In individual self-observation may use diary-keeping, self-completed questionnaires, ativity records, and the analysis of documents may all be appropriate. Data feedback is an essential element. It may be done by written report. Action plans are simply the conversation of the previous discussion into statement of intent and detailed descriptions of changes to be made or innovation to be introduced into a system. A detailed time-table will be needed and a clear understanding must be established of different needs of the researcher.Monitoring is a simply phase of data collection. It involve the collection of records of various activitities.Evaluation involves the assesment of all data collected during monitoring process (both quantitative and qualitative) with a view to determining the’ sucsess’, ‘usefullness’, or ‘ value’ of the innovation.

Action research is a kind of qualitative research because it used to explore and understand people’s beliefs, experiences, attitudes, behaviour, and interaction.

Avinson (1999) explained action research as a qualitative research method. He stated that a particular qualitative research method is unique in the way it associates research and practice, so research informs practise and practise inform research synergistically. Action research combines theory and practise (and researchers and practioners) through change and reflection in an immediate problem situation within a mutually acceptable ethnical framework.

According to Winter (1989) they are some elements of action research which provides a comprehensive overview of six key principles. They are reflexive, dialectical critique, collaborative resource, and risk, plural structure, theory, practice, and transformation

    1)  Reflexive critique

An account of a situation, such as notes, transcripts or official documents, will make implicit claims to be authoritative, i.e., it implies that it is factual and true.  Truth in a social setting, however, is relative to the teller.  The principle of reflective critique ensures people reflect on issues and processes and make explicit the interpretations, biases, assumptions and concerns upon which judgments are made.  In this way, practical accounts can give rise to theoretical considerations.

2)  Dialectical critique

Reality, particularly social reality, is consensually validated, which is to say it is shared through language.  Phenomena are conceptualized in dialogue; therefore a dialectical critique is required to understand the set of relationships both between the phenomenon and its context, and between the elements constituting the phenomenon.  The key elements to focus attention on are those constituent elements that are unstable, or in opposition to one another.  These ones are most likely to create changes.

 3)  Collaborative Resource

Participants in an action research project are co-researchers.  The principle of collaborative resource presupposes that each person’s ideas are equally significant as potential resources for creating interpretive categories of analysis, negotiated among the participants.  It strives to avoid the skewing of credibility stemming from the prior status of an idea-holder.  It especially makes possible the insights gleaned from noting the contradictions both between many viewpoints and within a single viewpoint

  4)  Risk

The change process potentially threatens all previously established ways of doing things, thus creating psychic fears among the practitioners.  One of the more prominent fears comes from the risk to ego stemming from open discussion of one’s interpretations, ideas, and judgments.  Initiators of action research will use this principle to allay others’ fears and invite participation by pointing out that they, too, will be subject to the same process, and that whatever the outcome, learning will take place.

5)  Plural Structure

The nature of the research embodies a multiplicity of views, commentaries and critiques, leading to multiple possible actions and interpretations.  This plural structure of inquiry requires a plural text for reporting.  This means that there will be many accounts made explicit, with commentaries on their contradictions, and a range of options for action presented.  A report, therefore, acts as a support for ongoing discussion among collaborators, rather than a conclusion of fact.

  6)  Theory, Practice, Transformation

For action researchers, theory informs practice, practice refines theory, in a continuous transformation.  In any setting, people’s actions are based on implicitly held assumptions, theories and hypotheses, and with every observed result, theoretical knowledge is enhanced. The two are intertwined aspects of a single change process.  It is up to the researchers to make explicit the theoretical justifications for the actions, and to question the bases of those justifications.  The ensuing practical applications that follow are subjected to further analysis, in a transformative cycle that continuously alternates emphasis between theory and practice.

According to Wilson (2000) action research is a kind of qualitative research. He stated “Action research had its origin in the behavioural science approaches to organizational research and in training and oranizational development (OD). Action research is as intergral part of (OD) consulting process. Qualitative research use less formal structured interviewing procedures, in addition use methods such as observation, free-folowing disscussion, and the analysis documents. Qualitative research is concerned with developing concepts rather than applaying pre-existing concept.

2. Research Subject

The research subject was students of Geeta Junior High School Cirebon academic year 2011-2012. There were 15 students consisting of 7 girls and 8 boys. They were from different countries; 3 students were from South Korea, 1student was from Finland, 1 student was from England, 1student had Japanese background, and 9 students were Indonesian.

3. Instrument

The collection of data was an important step in deciding what action needs to be taken. Multiple sources of data were used to understand the scope of happenings in the classroom or school. The instruments used in this research were observation, test and questionnaire.

a. Observation

Observation is a versatile approach to data collection. This approach relies on the direct observation of the construct of interest, which is often some type of behavior. Marczk (2005). The teacher did the observation both in 1st and 2nd cycles. The observation used personal checklist for each student. It took a note for students’ attitude and response during the lesson given.

b. Test

There were three tests held: Pre-test before the treatment was given, 1st post test after the treatment was given in the first cycle and the 2nd post-test after the treatment in second cycle. The tests were in the form of worksheets and individual portfolio. It was given for 1x35 minutes.

c. Questionnaire

The researcher conducted an interview to the students before pre-test before treatment, 1st cycle, and 2nd cycle to get their opinion about writing English sentence difficulty and their prior perception of writing activities.

4. Data collection

The data were collected from each meeting in the research. There were 10 meetings in the 1st cycle and 14 meetings in the 2nd cycle. A meeting was 2x35 minutes. The teacher got the qualitative data after giving treatments to the students. First the teacher explained the material. Then, the teacher gave the worksheet, evaluating, and did the scoring.

The teacher got the qualitative data by doing an interview to the students in pre-treatment, 1st cycle and 2nd cycle. The interview was done individually by checking the items in interview worksheet. The data from observation were collected while the teacher was giving the treatments to the students.

The pre-test was held by asking students to make 10 simple sentences and worksheet about naming part (subject), Action Part (verb) and adjective. The post-test after the treatment in the 1st cycle was given in form of worksheet and portfolio of writing composition. The post-test after treatment in the 2nd cycle was given to the students in the form of worksheet and final project of making past experience of composition.

**B. Data Analysis**

The data collected were from pre-test, a test in the 1st cycle, and a test in the 2nd cycle. The researcher conducted another cycle because the result was not satisfactory enough. In the interpreting data the researcher used individual data. The other kinds of data such as result of the survey, Student worksheets result, and checklist personal attitude performance of the students were summarized in table form.

In analyzing data, the researcher used the calculation of students’ personal score in pre-test, post-test 1st cycle, and post-test 2nd cycle. By using graph comparison, the result difference and improvement could be seen.

First, the researcher listed the pre-test scores. Second, the researcher calculated the average students’ score and classroom average score, the highest score and the lowest score both in two cycles. The last, all scores in each cycles were compared and illustrated in the form of graphs.

The quantitative data which were the students’ scores in pre-test, 1st cycle, and 2nd cycle and the qualitative data such as the students’ response in questionnaire given and observation result were compared in the form of table and graph.

**CHAPTER IV**

**RESEARCH FINDING**

**A. Findings and Discussion**

This chapter presents the result of the research through cycles. It contained the result and analysis of Pre-observation, Pre Test, 1st cycle, and 2nd cycle. Those are presented both in the tables and graphs.

1. The pre-observation result.

The researcher conducted the pre-observation to detect the real condition of the students and to recognize the problem which were faced by the student. The researcher asked the previous English teacher about the students’ learning attitude during the session meeting of English classroom. Geeta Junior High school requires four aspect of English to be measured or tested for the students; Listening, Reading, Writing, and Speaking.

The researcher filtered the lowest scoring of Final English students’ score in their Progress report to find out what the English skills of students that were really needed to be improved. The School’s Record book of students’ score shows that students’ gained bad score in writing.

The Pre-observation result showed that the students were not active to join the lesson actively. They did not like the writing activity. They stated that writing sentence was difficult for them. They used to leave the classroom with many reason and did the task with improper way. They spent too much time to finish their writing even the tasks were only about describing simple picture which was only required a simple sentence.

**2. Result and Analysis of Pre-Test**

The teacher did Pre-test to the students in the form of written test. The pre-test was given to know the students’ prior knowledge while the questionnaire was intended to recognize students’ opinion about writing activity. The written test comprised of making sentence and determining parts of speech of the sentence.

The students were also required to fill questionnaire. The questionnaire was about asking students’ opinion about their early perception about writing simple sentence in English. The questionnaire was also asking students’ opinion about writing difficulty factors.

The teacher used observation checklist to get the data about students’ attitude and response to the learning activity. The observation aspects measured were enthusiasm, questioning, submission of the task, and students’ attention toward the lesson activities.

**a) The Students’ Score Result in Pre-test**

The result of students’ score in the pre-test can be describe as follows:

1. Classroom Average score

The classroom average score for Naming part was 5.20, Action Verb 5.00, Adjective 5.60, Punctuation 5.80, and writing sentence 5.00. It means the final result had not fulfill the minimum standard writing score; 7.00.

2. Students’ Personal score

The highest score was 5.80, while the lowest one was 5.00. The average personal score was 5.32. They were no student who got 7.00. It meant all students did not pass the minimum standard of writing score;7.00.

The result of pre-test in written activity showed the students were really poor in understanding about how to make simple sentence in English. It was proved by their result in pre-test. The students’ average score was 5.32, which was under the standard minimum score, which is 7.00 for writing skills. The result of pre-test is presented in the following table and graph 1.

Table 4: The students’ Personal Average Score in Pre-test

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Naming  Part | Action  Part | Adjective | Punctuation | Make  Sentence | Average  Score |
| 1 | A | 6 | 5 | 5 | 6 | 6 | 5.6 |
| 2 | B | 5 | 5 | 5 | 6 | 4 | 5 |
| 3 | C | 5 | 5 | 5 | 6 | 5 | 5.2 |
| 4 | D | 5 | 5 | 5 | 6 | 4 | 5 |
| 5 | E | 6 | 5 | 4 | 6 | 5 | 5.2 |
| 6 | F | 5 | 5 | 6 | 6 | 4 | 5.2 |
| 7 | G | 5 | 5 | 7 | 6 | 5 | 5.6 |
| 8 | H | 6 | 5 | 6 | 6 | 5 | 5.6 |
| 9 | I | 5 | 5 | 6 | 6 | 4 | 5.2 |
| 10 | J | 5 | 5 | 6 | 7 | 5 | 5.6 |
| 11 | K | 5 | 5 | 6 | 6 | 7 | 5.8 |
| 12 | L | 5 | 5 | 6 | 5 | 6 | 5.4 |
| 13 | M | 5 | 5 | 6 | 6 | 4 | 5.2 |
| 14 | N | 5 | 5 | 6 | 4 | 5 | 5 |
| 15 | O | 5 | 5 | 5 | 5 | 5.5 | 5.2 |
|  | | Naming  Part | Action  Part | Adjective | Punctuation | Make  Sentence | Average  Score |
| Sum | | 78 | 75 | 84 | 87 | 75 | 79.80 |
| Average | | 5.2 | 5 | 5.6 | 5.8 | 5 | 5.32 |

**b.** **The Scoring system of the pre-test**

|  |
| --- |
| TS= Total score  SoT = Sum of Test given |

TS

SoT

Final Score=

Scale of the score:

|  |  |  |
| --- | --- | --- |
| Score | Grade | |
| 86-100 | A | Excellent |
| 85-75 | B | Good |
| 74-65 | C | Satisfactory |
| <65 | D | Poor |

Graph 1: The students’ Personal Average Score in Pre-test

The diagrams show the classroom average score: Naming part (5.2), Action Part (5), Adjective (5.6), Punctuation (5, 8) and Making simple sentence (5). The highest average score was on Punctuation (5, 8) while the lowest one was Action Part (5.0). The passing grade of English Test for Writing is 7.00. So it can be concluded that 100% students had not reached the passing grade of writing score.

**c) The Result of Questionnaire Survey in Pre-test**

The teacher gave questionnaire to the students for their prior opinion of the materials of Parts of speech and making simple sentence. The students were asked to fill the Questionnaire before the treatment was started. The result showed that there are some factors caused the student difficult to make simple sentence. They were difficulty in finding idea, difficulty in word order, vocabulary difficulty and difficulty in finding equal meaning, and student were lack of confidence in writing sentence in English. The most influenced factor was difficulty in word order. The students did not how to put the word based on its part of speech. The students had no idea about what the sentence structure is. They had not familiar yet with the term of naming part, action part, kind of sentence and adjective order. The result of the questionnaire in the 1st cycle can be concluded in the chart below:

Table 5: Students’ Opinion of Making English Sentence in Pre-test

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Students | Respond | |
| Yes | No |
| Making sentence in English is difficult |  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  |  | √ |
| Sum | | 11 | 4 |

Graph 2: Students’ Opinion of Making English Sentence in Pre-test

Table 6: Students’ Opinion of Difficulty in finding Idea in Pre-test

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Student | Difficult to find Idea | |
| Is it Difficult to find idea in writing sentence? | Yes | No |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  | √ |  |
| Sum | | 9 | 6 |

Graph 3: Students’ Opinion of Difficulty in Finding Idea

Table 7: Students’ Opinion of Difficulty of Word Order

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Student | Difficult to order the word | |
| Is it difficult to put the words in the correct order? | Yes | no |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  | √ |  |
| Sum | | 12 | 3 |

Graph 4: Students’ Opinion of Difficulty of Word Order

Table 8: Students’ Opinion of Difficulty in Vocabulary

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Name | vocabulary | |
| Yes | No |
| Is it difficult to find words into writing sentence? |  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | Sum | 9 | 6 |

Graph 5: Students’ Opinion on the Difficulty of Vocabulary

Table 9: Students’ Opinion on the Difficulty of Finding Similar Meaning

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Student | Equality meaning L1 to L2 | |
| Yes | No |
| Is it difficult to write an English sentence which has an equal meaning to L1? |  | √ |  |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  | √ |  |
| Sum | | 7 | 8 |

Diagram 6: Students’ Opinion on Difficulty of Finding Similar Meaning

Table 10: Students’ Opinion on Their Confidence in Writing

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Name | Not confident | |
| Yes | No |
| Do you feel not confident to write sentence in English? |  |  | √ |
|  | √ |  |
|  | √ |  |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  |  |
| Sum | | 5 | 10 |

Graph 7: Students’ Opinion on Their Confidence in Writing

Table 11: The Most Difficult Factors for Students to Write in Writing Sentences

|  |  |
| --- | --- |
| Factor | Yes Answer |
| 1. Difficulty in finding Idea | 9 |
| 1. Difficulty of word order | 12 |
| 1. Vocabulary difficulty | 9 |
| 1. Find equal meaning L1 to L2 | 7 |
| 1. Feel unconfident | 5 |

Graph 8: The Most Difficult Factors for Student in Writing English Sentence

From the questionnaire the result said that the most difficult factor to write English was the way how to arrange the words in the correct order.

**D. The Observation Result of Student’ Learning Behavior before Treatment**

Based on the result of questionnaire, almost the students used to give less their attention to the writing sentence activities and had less willingness to submit the assignment in time. The students did not encourage themselves to raise questions to the teacher about the explanation of writing sentence either. The result of questionnaire to the prior English teacher can be seen in the graph below:

Some of the students often asked permission to leave the classroom when the teacher was explaining the lesson. The students even wrote less sentences in the writing project. They used to delay to submit the assignment given. They also seemed to have no willingness to ask question about the materials which was being discussed in the classroom, even they did not have any idea about the main point of the lesson they had to master.

There were only two students in each meeting, who gave their attention to the lesson, especially when they were having writing sentence activities. There were 13 students (86%) who did not pay their attention or even their interest toward the lesson activity. It happened because they hate the writing activity and they did not have any basic idea how to arrange the words into the correct order.

Diagram 9. Students' Learning Attitude before the Treatment

**2. The Result and Analysis of the Data in the 1st Cycle**

a) The Process of the 1st Cycle

The researcher prepared the step of procedure to conduct treatment in the 1st cycle. They were planning, acting, observing and reflecting.

1. Planning

The teacher made a hand book for the student. It was a bundle of instrument. It contained of five kinds of materials; identifying naming part, action part, adjective, punctuation, and making simple sentence with NP+AP+NP pattern. The teacher also prepared additional teaching administration such as attendance list, observation note, attendance list of student, student individual development card, marker and eraser.

2. Acting and Observing

The teacher started to apply Parts of Speech drilling materials to the students. The teaching as the acting research step is divided into three steps; Opening, main activity, and closing. The teacher gave brainstorming to the students; she required them to give their prior knowledge about the material given (parts of speech).

The teacher was did observing the students while she was doing treatment for the students. The teacher took a note in a card student development to write every single student’s respond toward the activity of the treatment. Every single student’s respond toward the lesson was significant to know their respond toward the lesson given by the teacher.

3. Reflecting

After finishing the treatment, the teacher started to interpret the data and made summary about the result. Those were students’ score and students’ behavior, respond and attitude. The data were reported in the form of table and scale to make the teacher easier to see the development of the student before and after the 1st Cycle. The materials in the 1st cycle were in the following table.

Table 12. List of Materials in 1st cycle

|  |  |  |
| --- | --- | --- |
| Meeting | Material | Discussions |
| 1 | Pre-Test | Pre-Test activity and questionnaire |
| 2 | Naming Part | Recognizing kinds of noun |
| 3 | Action Part | Action verb |
| 4 | Adjective | Recognizing adjective |
| 6 | Punctuation | Give correct punctuation (.), (!) and (?) |
| 7 | Kinds of sentence | Recognizing kind of sentence |
| 8 | Recognizing part of speech in a sentence | Defining Naming part, action part in a sentence |
| 9 | Making simple sentence | Detection kind of sentence, make simple sentence  Sentence as a base of writing |
| 10 | Post-test | Recognizing part of Speech and make composition |

**b) The Result of Students’ Achievement in the 1st Cycle**

After doing the Pre-test, the teacher did the treatment in the 1st cycle. There were 2x 35 minutes of English meeting every day which was started from Monday until Friday. It made the students to have more chance to join the research effectively. The research ran through four steps; planning, acting, observation and evaluation, and analysis and reflection.

The students got a handbook of materials which contained written instrument. The materials included exercise and worksheet of recognizing naming part, action part, adjective, adverb, punctuation and kind of sentences. Students seemed to have not been familiar with those terms in the research.

The activities in recognizing parts of speech were done by encircling the words and put them in a simple sentence. Some students still got difficulty in ordering naming part and adjective. They were lack of capability in recognizing many types of naming part as a noun. However, the students found that it was easy to give correct punctuation for each sentence. The students were tend to make mistake when they had to put verb after the naming part as they got problem to differentiate between transitive and intransitive verb. In the 1st cycle, teacher used flashcard which was consisted of action pictures as additional instrument in making sentence activity, therefore the students started just to think how to put naming part as the subject and object of the sentences.

Here are the result included the classroom average score, student’s average personal score, a survey of questionnaire of writing activity and a handling card observation sheet of student response. The result of 1st cycle can be seen as follows:

Table 13: Students’ Personal Achievement Score in 1st Cycle

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Naming  Part | Action  Part | Adjective | Punctuation | Making Sentence | Score average |
| 1 | A | 8 | 6 | 5 | 9 | 5 | 6.6 |
| 2 | B | 6 | 6 | 5 | 8 | 4 | 5.8 |
| 3 | C | 6 | 6 | 5 | 8 | 5 | 6 |
| 4 | D | 6 | 6 | 5 | 8 | 6 | 6.2 |
| 5 | E | 6.5 | 6.5 | 4 | 7 | 5 | 5.8 |
| 6 | F | 6 | 6 | 6 | 7 | 6 | 6.2 |
| 7 | G | 7 | 6 | 7 | 8 | 5 | 6.6 |
| 8 | H | 7 | 6 | 6 | 7 | 5 | 6.2 |
| 9 | I | 5.5 | 6 | 6 | 7 | 7 | 6.3 |
| 10 | J | 6 | 6 | 6 | 8 | 5 | 6.2 |
| 11 | K | 6 | 6 | 6 | 7 | 7 | 6.4 |
| 12 | L | 6 | 6 | 6 | 7 | 8 | 6.6 |
| 13 | M | 6 | 6 | 6 | 7 | 4 | 5.8 |
| 14 | N | 6 | 6 | 6 | 7 | 5 | 6 |
| 15 | O | 6 | 6 | 5 | 6 | 6 | 5.8 |
| Sum | | 94 | 90.5 | 84 | 111 | 83 | 92.50 |
| Classroom Average | | 6,27 | 6.03 | 5,6 | 7,4 | 5.53 | 6.66 |

c. Comparison of Pre-test and 1st cycle result

There was improvement in the result in Pre-test and 1st cycle score. There were 15 students (100%) got improvement score in 1st cycle. The improvement was +0.53 from classroom average score of making simple sentence.

**c) The Result of Questionnaire of Writing Difficulty**

After doing the treatment in 1st cycle, the students were asked about their opinion whether writing English sentence was still difficult or not. There were 7 students (50%) who said that writing English sentence was still difficult.

The students were still in the point of idea that putting the word into the correct order was so complicated. They got the biggest problem in recognizing the action part as a verb and naming part as subject and object of a sentence. The students were confused to combine the adjective and naming part as noun phrase. They made a lot mistake when they put the adjective before naming part.

Furthermore, the students were still unable to detect the form of adjective in a sentence. The other problem was about the difficulty to choose the verb. The researcher did not give materials about the using of tense, so the students made only the sentence in the present form.

Diagram 10. Students’ Opinion on Making English Sentence in 1st Cycle

There were 53 % of students said that writing English sentence was difficult. This number improved compared to the previous questionnaire result. It means after having treatment in the 1st cycle several students already had better understanding about English writing sentence.

Table 14. English Writing Difficulty Factor in 1st Cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Question | | | | |
| Difficulty in finding idea | Difficulty in Word Order | Difficulty in Vocabulary | Difficulty in equal meaning | Feel unconfident |
| Sum | 8 | 10 | 7 | 6 | 3 |

Parts of speech is related to the word order, it explains about the grammatical function of each word. The word which used by the student based on their knowledge of vocabulary and they need to transfer it through their ideas which must have equal meaning from the source language to the target language.

Diagram 11. English Writing Difficulty Factor in the 1st Cycle

There were still eight students who found difficulty in finding idea, although they had already been helped by the teacher with the picture in the worksheet which ought to provide the word the shall use in their sentences. There were ten students who found that ordering a word into correct simple sentence was hard. They tended to put *to be* with verb, so the misuse of such pattern leads the students to make an error in their sentences. The students put the noun before adjective, which made ungrammatical sentence.

The difficulty in vocabulary was also becoming a problem for seven students. They did not know how to translate a word from the source language to the target language. The researcher already helped them by providing some flashcard, which was completed with the written word on it in some treatment.

There were six students who admitted that they got difficulty to find equal meaning of words used in their sentence. Some words in English did not match with the word’s meaning in Indonesia language. The teacher explained to the students that they did not need to think the words based on Indonesian language but the student had to think directly to the words in English.

**d). The Observation Result of Students’ Learning attitude**

The observation in the 1st cycle showed that almost 80 % of the students showed good enthusiasm. They started to ask questions more often to as they tried to master the materials given by the researcher.

There were 14% students who asked question about the basic materials given. There were 80 % students submitted their tasks in time. There were 80% students who gave their full attention during the treatment activities. They listened carefully to the researcher’s explanation.

The teacher felt that the students’ motivation in learning was unsatisfactory, especially concerning about asking question. The students intended not to ask because they were still confused about the material given and did not got any strong motivation. Some of them still had negative point of view that making simple sentence in English was difficult. They tended to be shy also to ask question. However, the students were punctual enough to submit the task given both in forms of portfolios and worksheet.

Table 15. The students’ learning behavior in the 1st cycle

|  |  |  |  |
| --- | --- | --- | --- |
| Enthusiasism | Questioning | Submission of Task | Attention |
| 12 students /meeting | 2 students/meeting | 12 students /meeting | 12 students/meeting |
| 80% | 14 % | 80% | 80 % |

The measurement: Sum of student did in every meeting = Measurement result presentation

Sum of meeting held

Diagram 12. Students’ Enthusiasm in the 1st Cycle

Diagram 12. Students’ Participation of Asking Question

Graph 14. Students’ Punctuality of Task Submition in 1st Cycle

Graph 14. Students’ Attention to the Lesson in 1st Cycle

**e) Comparison of the Students’ Scores in Pre-test and the 1st Cycle**

The students’ score result in pre-test and the 1st cycle was increasing. There was significant improvement in students’ score achievement compared in pre-test (before treatment) and 1st cycle (after the treatment).

All students had good progress in increasing their score. The highest average of students’ score in 1st cycle was only 6.60, which was higher than the pre-test highest score, which was only 5.80. The lowest average students’ score in 1st cycle was 5.80, which was higher than the students’ average score in pre-test, which was 5.00.

In order to recognize the improvement between the two processes, the improving value is presented in the following table and diagram.

Table 16: Comparison of Classroom Average Score in Pre-Test and 1st Cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Material | Average  Before Treatment | Average  After Treatment | Difference | Improvement | |
| yes | No |
| Naming Part | 5.2 | 6.27 | + 1.07 | √ |  |
| Action Verb | 5 | 6.03 | + 1.03 | √ |  |
| Adjective | 5.6 | 5.6 | 0 |  | √ |
| Punctuation | 5.8 | 7.4 | + 1.6 | √ |  |
| Make Simple Sentence | 5 | 5.53 | +0,53 | √ |  |

Graph 16: Comparison of Classroom Average Score in Pre-Test and 1st Cycle

**f) Comparison of Students’ Score Achievement in Pre-test and 1st Cycle.**

Table 17: The Comparison of Student Personal Average Score in Pre-Test and 1st Cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No | Student | Score | | Improvement | |
| ∑ Ave Pre-test | ∑ 1st Cycle | yes | no |
| 1 | A | 5.6 | 6.6 | Yes |  |
| 2 | B | 5 | 5.8 | yes |  |
| 3 | C | 5.2 | 6 | Yes |  |
| 4 | D | 5 | 6.2 | Yes |  |
| 5 | E | 5.2 | 5.8 | yes |  |
| 6 | F | 5.2 | 6.2 | Yes |  |
| 7 | G | 5.6 | 6.6 | Yes |  |
| 8 | H | 5.6 | 6.2 | yes |  |
| 9 | I | 5.2 | 6.3 | Yes |  |
| 10 | J | 5.6 | 6.2 | yes |  |
| 11 | K | 5.8 | 6.4 | Yes |  |
| 12 | L | 5.4 | 6.6 | Yes |  |
| 13 | M | 5.2 | 5.8 | Yes |  |
| 14 | N | 5 | 6 | Yes |  |
| 15 | O | 5.2 | 5.8 | Yes |  |

School writing Passing Grade = 7.00

Graph 17: The Comparison of Student Personal Average Score in Pre-Test and 1st Cycle

**3. The Result and Analysis 2nd Cycle**

The result of 1st Cycle was regarded as unsatisfactory based on the Passing grade of English Score (KKM). Therefore, the teacher must do other cycles. In the 2nd cycle, there was some changing to improve the result of the research. It was included teaching time management and teaching method.

**a) The Process of 2nd cycle**

a. Planning

The teacher prepared 2nd cycle material. It was improved by picture, colourful animation. The teacher also prepared flashcard and sand cards to support the teaching process and some additional instrument to run a game related to the materials given for students. The flashcards were the picture which also completed by its written words. The flashcard were about daily action and things around the students.

Before treatment was given, the teacher wrote lesson plan. The lesson plan consisted of pre-activity, main activity, and closing activity. In pre-activity the researcher gave brainstorming about the lesson that would be given to the student. The purpose was to detect the students’ pre-knowledge about the lesson. It also stimulated the students to recall their existing experience through ideas and vocabularies. The main activities consisted of doing worksheet, played game, group project performance, and portfolios. The closing activities were the explanation given by the researcher about the materials discussed. The researcher also gave reward for the winner of game activity.

b. Acting and Observing

The teacher did the second treatment by giving material, exercise and took a note about each student’s respond toward the lesson. Some improvements also were implemented in this session such as having additional time for studying, holding games, asking students to do presentation about their understanding of the material given.

The students were also asked to fill the questionnaire about the changing of teaching method in the 2nd cycle. The result of questionnaire was to detect the students’ development of learning behavior after the treatment given.

Every single attitude and respond of the students was put in the individual progress card. Every student has different respond through the lesson, especially when students had game activities and practiced with jumbled word of making sentence.

c. Reflecting

Some new data from 2nd cycle were found. The teacher interpreted the data to know whether there was changing or no between first and second cycles. The data were put into table and diagram to make them clearer to be read. The materials in the 2nd cycle were in the following table.

Table 18. List of Materials in the 2nd Cycle

|  |  |  |
| --- | --- | --- |
| Meeting | Material | Discussion |
|  | Pre Test | Pre Test activity |
|  | Naming Part  (Noun) | recognizing a noun as a person, place or thing |
|  | Common and proper nouns |
|  | Common and proper nouns |
|  | Capitalization of proper nouns |
|  | Singular and plural nouns |
|  | Irregular plural noun |
|  | Noun Review | Tell whether or not each word is a noun |
|  | Tell which nouns are singular and which are plural |
|  | Circle the noun in each sentence |
|  | Verb | Recognizing action verb |
|  | Regular verbs : past or present |
|  | Helping verbs |
|  | Linking verbs |
| Meeting | Material | Discussion |
|  | Review | Determine which verb is correct |
|  | Adjective | Determine adjective word |
|  |  | Adjective with a/an |
|  |  | Opposite of adjective |
|  | Punctuation | Period and question mark |
| Meeting | Material | Discussion |
|  | Types of sentence | a question, a command, or a statement sentence |
| 11. | Simple sentence | Make sentence based pattern (naming part + Action Verb) |
|  |  | Make sentence based pattern (naming part + Action Verb + naming Part) |
| 12. | Post Test | Do test |

**b) The Students’ Score in the 2nd Cycle**

The result of 1st Cycle was regarded unsatisfied enough based on the Passing grade of English Score (KKM). Therefore the teacher must do other cycles. In the 2nd cycle, there was some changing to improve the result of the research. It included of teaching time management and teaching method.

Some additional teaching instruments were added, such as the naming parts of picture through slide presentation. Some sand cards were also used to stimulate the students to arrange the sentence in the correct order. Those teaching improvements were designed to help the student to get more enthusiasm in learning parts of speech.

The treatment was not only in the classroom but also outside the classroom. The students did both written and spoken activity in making sentences. The material booklet for students had colorful pictures, in order to make the students more interested in doing the exercises. In the second chapter, it presents the result of the 2nd cycle treatment, a questionnaire of writing English sentence difficulty and observation sheet.

The result of the 2nd cycle can be seen as follows:

Table 19: The Students’ Score in the 2nd Cycle

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No | Name | Naming | Action | Adjective | Punctuation | Making Sentence | Score average |  |
| Part | Part |  |
| 1 | A | 8.5 | 7.5 | 7 | 9 | 9 | 8.2 |  |
| 2 | B | 7 | 8 | 7 | 8 | 7 | 7.4 |  |
| 3 | C | 7.5 | 7 | 8 | 8 | 7 | 7.5 |  |
| 4 | D | 8 | 7 | 7 | 8 | 7 | 7.4 |  |
| 5 | E | 7.5 | 7.5 | 7 | 7 | 7 | 7.2 |  |
| 6 | F | 7.5 | 7 | 7 | 7.5 | 7 | 7.2 |  |
| 7 | G | 8 | 7 | 8 | 8 | 7 | 7.6 |  |
| 8 | H | 8 | 7 | 7 | 7.5 | 6 | 7.1 |  |
| 9 | I | 7.5 | 8 | 7 | 7.5 | 8 | 7.6 |  |
| 10 | J | 7.75 | 7 | 7 | 8 | 7 | 7.35 |  |
| 11 | K | 8 | 7.5 | 7.5 | 7 | 7 | 7.4 |  |
| 12 | L | 7.5 | 7.75 | 7 | 7 | 8 | 7.45 |  |
| 13 | M | 8 | 8 | 6.5 | 7.5 | 6 | 7.2 |  |
| 14 | N | 8 | 8 | 7 | 7.5 | 6 | 7.3 |  |
| 15 | O | 7.25 | 8 | 8 | 8 | 7 | 7.65 |  |
| Sum | | 116 | 112.25 | 108 | 115.5 | 115.5 |  |  |
| Average | | 7.73 | 7.48 | 7.2 | 7.7 | 7.7 |  |  |

Graph 18: Students’ Personal Score in the 2nd Cycle

**c) The Result of Questionnaire of Writing Difficulty**

After the drillings parts of speech were implemented in the 2nd cycle, the result showed that 53 % of the students said that making English sentence was not difficult any more.

That number was increasing compared to the 1st cycle, which formerly the number of the students was 73%. The rest of students which forty seven percent in the 2nd cycle said that it was still difficult because of finding ideas but not in the case of word order related to the treatment of drilling part of speech.

Table 20. Students’ Opinion of Writing Difficulty

|  |  |  |  |
| --- | --- | --- | --- |
| Question | Students | Respond | |
| Yes | No |
| Make sentence in English is difficult |  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  | √ |  |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  |  | √ |
|  | √ |  |
| Sum | | 3 | 12 |
| % | | 20% | 80% |

Diagram 19. Students’ Opinion of Writing Sentence in 2nd Cycle

The students stated that they still had some factors that caused the writing simple sentence was still difficult for them. The number of the students’ respond was in the following table.

Table 21. The Difficult Factor of Writing in 2nd Cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Student | Question | | | | |
| Difficulty in finding idea | Difficulty in Word Order | Difficulty in Vocabulary | Difficulty in equal meaning | Feel unconfident |
| Sum | 5 | 2 | 3 | 3 | 2 |

Diagram 20. The Difficult Factor of Writing in 2nd Cycle

Diagram 21. Students’ Opinion on Difficulty in Word Order

Diagram 22. Students’ Opinion on Difficulty in Vocabulary

Diagram 23. Students’ Opinion on Difficulty in Equal Meaning

Diagram 24. Students’ Opinion on Unconfidence in Writing

**d) Observation Result of students’ Learning attitude**

The result of observation in the 2nd cycle which used individual card observation sheet showed that there was improvement in the number of students who were more involved and active during the lesson. They showed positive improvement in aspects of enthusiasm, questioning, submission tasks, and giving attention. There were 80% of the students who were involved actively. Each student was actively involved in jumbled words order game. They seemed so confident when they submitted the final task in post-test of the 2nd cycle.

The students were more enthusiastic to participate in every single classroom activity in the 2nd cycle. They did the game of worksheet about making simple sentence. It was because there were some improvements in the way of teaching toward the treatment of parts of speech drilling materials in the 2nd cycle. In the other words, the students who had got prior treatment in the 1st cycle, so they had got basic knowledge how to make simple sentence in English using parts of speech models; NP+AV+NP.

There were more than 46 % of students, who asked more questions about parts of speech drillings material in process of making simple English sentence. The most frequent question was about whether their arrangement of sentence had been in the proper order. They tried to get involved in the lesson so they asked the question more frequently. It reflected that the students’ motivation to get truly understanding through the lesson was improved well. The students also felt more responsible to their obligation of gaining good result for their final writing score.

Table 22. Development of Students’ Learning Attitude in the 1st Cycle and the 2nd Cycle

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Enthusiasm | | Questioning | | Submission of Task | | Attention | |
| 1st Cycle | 2nd Cycle | 1st Cycle | 2nd Cycle | 1st Cycle | 2nd Cycle | 1st Cycle | 2nd Cycle |
| 80 %  (Ave 12 student) | 93%  (ave 14 students) | 14%  (ave 2 students) | 60%  (ave 9 students) | 80%  (ave 12 students) | 93%  (ave 14 students) | 80%  (ave 12 students) | 100%  (ave 15 students) |

Percentage Scoring:

|  |  |  |
| --- | --- | --- |
|  | Sr |  |
| Psa = | \_\_\_\_\_ | X 100% |
|  | Tsr |  |

|  |
| --- |
| Psa = Percentage of total students’ respond  Sr = Student’s respond  Tsr = Total student’s respond |

Graph 25. Comparison of Students’ Learning Attitude in 1st and 2nd Cycles

**e) Final Project of writing Comparison Result in 1st and 2nd Cycle**

In the last treatment of each cycle, the students were asked to write composition. Its purpose was to know students’ ability to make simple sentence. The Researcher provided some basic words which as a clue to make sentence. The student had to apply the pattern of Naming Part + Action Part+ Naming Part to make simple sentence. Here is the result of comparison of the final project.

**e) The Students’ Response of Method of Teaching Improvement in 1st and 2nd cycle**

The teacher had conducted the treatment in the 1st cycle, yet the result was unsatisfied enough. Therefore, the teacher did the other cycles. There were some improvements in the methods used to get better result in research. Some improvements in the 2nd cycle were:

Table 23. Improvement Way of Teaching in 1st and 2nd Cycles

|  |  |  |
| --- | --- | --- |
| Improvement | 1st Cycle | 2nd Cycle |
| Time | 2x 35 minute per meeting | 2x 40 minutes per meeting |
| meetings | 12 meetings | 24 meetings |
| Method | Teacher centered | Student centered |
| Teaching instrument | * Paper worksheets * Slide by projector | * Flashcard * Model * Games * Presentation by student * Student do exercise on the whiteboard * A video illustration |
| Worksheet content | Written letter | Completed with pictures  cartoon  colourful illustration |
| Position of student | Sit on the chair | Sit and move (doing kinesthetically activity) |
| Additional stimulus | score | Score - Smile icon on the reward board  Candy for the winner of the game |

Some improvements had been done by the teacher in 2nd cycle to get better result in the research. The teacher gave some questionnaire to the student related to their opinion about some changes in that cycle. Their opinion can be seen as follow:

Table 24: Students’ Opinion about Teaching Improvement in 1st and 2nd Cycle

|  |  |  |
| --- | --- | --- |
| Question | Yes | No |
| Study about Parts of Speech become easier by using presentation, game and moving activities. | 15 | 0 |
| Worksheet completed by colourful picture helps to make learning more fun. | 13 | 2 |
| Additional time study helps to get more understanding about the lesson. | 5 | 10 |
| You feel more challenged to get high score to get bonus reward | 14 | 1 |

Graph 26: Students’ opinion about teaching improvement method

There were 15 students (100%) who agreed that they were interested in joining the class activity after some improvements in teaching method were done. Eighty six percent of students said that they liked the worksheet completed by colourful pictures to make learning more fun. There were 33%of students agreed if additional time study could help to get more understanding about the lesson, while the rest 67% of the students said they disagreed about additional time given for English session. There were 93% of the students felt more challenged to get high score in order to get bonus.

Table 25: Comparison of Classroom Average Score of 1st cycle and 2nd cycle

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Material | Average  1st Cycle | Average  2nd Cycle | Difference | Improvement | |
| yes | No |
| Naming Part | 6.27 | 7.73 | 1.46 | √ |  |
| Action Verb | 6.03 | 7.48 | 1.45 | √ |  |
| Adjective | 5.60 | 7.20 | 1.6 | √ |  |
| Punctuation | 7.40 | 7.70 | 0.30 | √ |  |
| Make Simple Sentence | 5.53 | 7.70 | 2.17 | √ |  |

The students’ score in the 1st cycle and the 2nd cycle had increased markedly. In making sentence, the students had improvement 1.46 point. Action part students’ score had increased 1.14 points, the score of adjective got 1.6 raising score. Punctuation had positive improvement for 0.03 point. Making simple sentence in English had highest increase, which was up to 2.17 points.

Graph 27: Comparison of Classroom Average Score of 1st cycle and 2nd Cycle

**G. The Comparison of the theory and the result of the research**

There are some theories which is as the base of this research. As Jarvis(2002) stated that writing is a process, this result has some steps of developments. It proved by the increasing of students’ score achievement that occurred after the students had treatment of the research. The students got the process of how understanding the lesson effectively cycle by cycle.

As Dykes (2007) stated that Parts of Speech can be stressed on simultaneous work on more than one composition feature, this research proved that the implementation of Parts of Speech drillings materials can be also inserted not only for writing activity but also were possible to be adapted with speaking and reading activity.

Comparing to Dykes (2007) statement that each material from part of speech should be applied in series of teaching in word building session, this result did not started with the vocabulary building but it applied the syntactical construction building through simple pattern.

This research has little difference with the previous research which conducted by Willis (2001). Willis’s research proposed the pronoun element at the naming part clause is a noun or a noun-equivalent depending to the nature of the verb (action part). In contrary, this research was not propose the student to use the pronoun as a naming part (subject) but it determined the students to use Proper noun as the naming part. That strategy was used to make the student were close to the process of finding idea with limit of vocabulary possess.

CONCLUSION

This part provides some conclusion of the research and suggestion. The conclusion was derived both from the first and the second cycles of the research. The suggestion is addressed to students, teachers, and other researchers.

Based the research result, it can be concluded that:

1. Parts of Speech Drillings can be implemented for the teaching of writing to the Junior high School student of Geeta School Cirebon 2011-2012.
2. The material can improve students’ ability in making simple sentence. There is improvement of students’ score compared from the first and second cycle. The classroom average score was increasing from 5.53 in first cycle to 7.70 in second cycles. There were 15 students (100% students) had improvement in the score in making composition as their final writing project.
3. Parts of Speech Drillings material can also improve students’ participation. There were 90% students who showed good enthusiasm. There were 60% students who were more active in asking questions. There were 80% students who submitted the task in time. There were 100% students who gave their attention to the lesson. There were 53% of the students who gave final opinion that writing English sentence was easier after they got the treatment of the research.

The researcher gives several suggestions as follows:

1. Writing is a part of English skill. The students can use simple pattern to make simple English sentence. The way to write sentence can be easier by using the pattern NP+AP+NP (Naming Part + Action Part+ Naming Part).

2. Parts of Speech Drillings material can be used as a method of teaching which is for not only writing but also structure and vocabulary building. Student will find that it is easy to form sentence through their idea and pattern. Make the students become more interested in a new activity for each session. Create the way of simple thing for students to study the materials given. It is recommended to use Drillings Parts of Speech using NP+VP+NP pattern in the teaching English.

3. Other researcher may use this research result as a resource or idea to conduct further researches

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