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THE INFLUENCE OF LEARNING PARAGRAPH CHECKLIST ON THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENS OF *SMK N 1 CIREBON*

A THESIS

Submitted to the English Education Department of *Syekh Nurjati State for Islamic Studies* in Partial Fulfillment of the Requirements for Islamic Scholar Degree in English Education



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ABSTRACT

NINA HANDAYANI: “THE INFLUENCE OF LEARNING PARAGRAPH CHECKLIST ON THE STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMK N 1 CIREBON”

This project is a study about students’ achievement in writing descriptive text made by the tenth grade students of *SMK N 1 Cirebon*. Almost students consider that writing is the most difficult skill than others. Therefore, the students often feel confused what they should do for the first in writing a descriptive text.

The problems of this study are students feel difficult to write English especially in writing descriptive text at the tenth grade of *SMK N 1 Cirebon*. In senior high school, mistakes are still obvious among the students in term of their writing performance. The problems forced by the students are how to write descriptive text with grammar and technique writing correctly. By this problem, the writer would like to know and will try to research this case by learning paragraph checklist to improve their ability in writing.

The purposes of this study are; To find out the students’ achievement to learning paragraph checklist in learning English, the students’ ability in English writing before and after by learning paragraph checklist, the influence of learning paragraph checklist on the students’ ability in writing. The techniques of collecting data are observation, interview, questionnaire and test.

The result of normality test is 9.68 for t_{count} pre-test and 11.18 t_{count} post-test. While the value of t_{table} by significance 0.05 is 13.3. using Chi-square formula. Its mean that both of them are normally distributed because $t_{count} < t_{table}$ or $9.68 < 13.3$ and $11.18 < 13.3$. And then The result of homogeneity test is F_{count} obtained for 3.65 while the F_{table} for 4.16 So, $3.65 < 4.16$, it can be stated that both of data are homogeneous.

There is effect between Pre-test and Post-test in learning paragraph checklist on the students’ achievement in writing descriptive text by evidence the result of Post test in writing up 2.06 namely from 6.26 (pre-test) to 8.75 (Post-test).

From the calculation of T-test, the result of influence of learning paragraph checklist on the students writing descriptive paragraph is 6.6. It can be known that influence of learning paragraph checklist on the students writing descriptive paragraph is includes as a sufficient category that there is enough or sufficient correlation between X_1 variable and X_2 variable.

Based on the data, which is t_{count} is 6.6 and determining Md (means from difference between Pre-test and Post-test) is 2.06, and the significant is 5% consulted to the t_{table} , the writer found the result of the t_{table} , is 2.03. It means that $t_{count} (H_a) > t_{table} (H_o)$. From the result above, it can be known that there is significant and positive effect of learning paragraph checklist on the students writing descriptive paragraph. So learning paragraph checklist is one of method to increase students’ ability in writing because by learning paragraph checklist students will



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PREFACE

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The thesis entitled in: “THE INFLUENCE OF LEARNING PARAGRAPH CHECKLIST ON THE STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE OF *SMK N 1 KOTA CIREBON* is presented to the English Education Department of IAIN *Syekh Nurjati* Cirebon in partial fulfillment of the requirements for the degree of Islamic Scholar in English Education Department. In writing this thesis, many people have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey her sincere and gratitude to the following people:

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8. All the lectures of English Department who have taught and educated the writer during his study at IAIN *Syekh Nurjati Cirebon*.

9. All of my friends at IAIN *Syekh Nurjati Cirebon* who helped the writer in writing this thesis, being my friends for the last few years and thanks for a wonderful friendship.

The words are not enough to measure how much help and contribution, which they have given in writing this thesis, may Allah the Almighty God guide and gives them all happiness throughout their life.

Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for her to receive suggestion and critic from everyone who will encourage him to continue her study.

Cirebon, July 2012

The writer



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CHAPTER I

INTRODUCTION

A. Background of the Problem

In Indonesia, English has been taught as a foreign language. Ramelan (1992; 1) stated that English has been taught in our country as the first foreign language since the proclamation in Indonesia on the 17th of August 1945. It is taught as a compulsory subject in junior high school and senior high school and in universities or institutes for several terms. Even, it has been tried to be taught to the students of some elementary school.

Many educational experts and the society do many efforts to make the teaching of English better. They also consider the urgent role of English is the world's communication. To keep up with the world's communication. Indonesian government has made a significant step in the English teaching by renewing the 1994 curriculum into 2004 Competency-Based Curriculum. This new curriculum enables students to have a better way and materials in studying English.

In the 2004 Competency-Based Curriculum., English teaching in junior high school covers four competences; they are listening, speaking, reading and writing. Those basic competences are integratedly taught because the main goal of teaching English is that students are able to develop their communicative skills in both written and spoken English. In addition, the language components – structure, vocabulary, spelling and pronunciation – are not separately taught. They are to support the development of those basic competence.

In Indonesia, English is taught in junior high school and senior high school, even in elementary school. Studying English is not a new thing for the students of senior high school before. Although English is not the new thing for senior high school students, in fact they still



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have many difficulties in studying English. As we know that English is not Indonesian native language. It is difficult for the students to remember all the word in English and to understand when someone speaking English.

Writing is one of difficult subjects at school. So the teacher must create the subject so that the students' can study the subject easily. Besides, the kinds of the text can also be important in teaching English in order to make the writing teaching succesful. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process.

In the teaching and learning process of writing, the teacher have an important role. John (1997: 12) states that,

“Teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing and planning, structure and procedure), for drafting, (encouraging multiple drafts of reading), for revising (adding, deleting, modifying and rearranging ideas), and for editing (attending to vocabulary, sentence, grammar, and mechanics)”

There are many kinds of text that can be used such as narrative, descriptive, explanantion, report, exposition, and argumentation. They are very useful for the teacher to achieves the instructional goals of teaching learning process and they can alsdo be interesting for the students.

According to Harmer (2002 : 10) “writing is one of the best ways of learning and practicing language.” Writing is something that each person can do, not that everyone will consider themselves a writer, but it does mean that they can write. Writing is important for the past and the future.



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The writer get information about writing from The Jakarta Post (2012) in Education and culture Minister Mohammad Nuh insist that “his ministry will go ahead with its plan to require university students to publish scientific papers in journals to graduate.” The scientific paper publication was meant to forge a culture of writing among university student.

At *SMK N 1 Cirebon* the writer got information from the English teacher at *SMK N 1 Cirebon* that the process of teaching and learning English is different than other school. At *SMK N 1 Cirebon* one week is one meeting at tenth grade. One meeting takes 240 minutes in four periods and one period is 50 minutes. So every meeting takes 240 minutes. Its so long time to doing activity in teaching and learning process. But the teacher in *SMK N 1 Cirebon* focus on speaking, vocabulary, and doing exercise.

Students at *SMK N 1 Cirebon* about English is well, but there is always a danger that students may find writing imaginatively difficult. Having nothing to say they may find creative writing a painful and demotivating experience, associated in their minds with a sense of frustration and failure. Also to find out a new idea about what can they write ? We need to build up writing by paragraph checklist to control and check the students writing.

It is unusual for the students to make a paragraph especially in descriptive paragraph. Their knowledge about paragraph is so less, they can speak well to describe something, but when the researcher give task to make descriptive paragraph they feel bored. The majoritiy of the students in *SMK N 1 Cirebon* are male, so they like doing activities better than writing.

In this study I try to find out which text is really good for teaching writing. I try to find out how good the ability of the tenth grade students of *SMKN 1 Cirebon* in producing paragraph descriptive text using paragraph checklist as a genre for teaching writing is. The students will be more interested in studying. Descriptive text tells us about how to describe



someone, place, things, location, and many others. That can make students enjoy in writing and understand about descriptive text.

B. Identification Of the Problem

1. The field of the research

The field of the research is writing. This paper, which is entitled, the influence of learning paragraph checklist on the students' achievement in writing descriptive text at *SMK N 1 Cirebon* (X grade) and the writer will try to describe, to explain and to know students' ability in writing English using paragraph checklist

2. The kinds of the Problem

There are many problems in English, especially in writing. The writer would like to mention the kind of the problems in this paper:

- a. The students haven't known well about writing descriptive text in English.
- b. Many students can write descriptive text but they did not understand about the content and structure.

Those are some kinds of writing problems, then as an English teacher we have to find out the way to solve those problems.

The first point is we have to know the weakness from the students, and than we guide them to study English step by step using paragraph checklist in order to be easier for them. Furthermore the teacher builds and practices them using paragraph checklist on the students writing.



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3. The main Problem

The main problem in this research is the student's weakness to writing descriptive paragraph. In senior high school, mistakes are still obvious among the students in term of their writing performance. The problems forced by the students are how to write descriptive text with grammar and writing technique correctly. By this problem, the writer would like to know and try to make a research in this case by learning paragraph checklist to improve their ability in writing.

C. The Limitation of the Problem

In this research, the writer decided to limit the topic only talking about “The Influence of Learning Paragraph Checklist on the Students’ achievement in Writing Descriptive Text at the Tenth Grade Students of *SMK N 1 Cirebon*.” Because nowadays, many students who have graduated from senior high school or university are not able to write well. Even though, they have spent several years for studying English in their school, but they don’t master English well.

D. The Question of The Research

1. How is the students’ achievement in writing descriptive text before learning paragraph checklist at *SMK N 1 Cirebon* ?
2. How is the students’ achievement in writing descriptive text after learning paragraph checklist at *SMK N 1 Cirebon* ?
3. Is there any positive and significant influence of having the ability of writing descriptive text using paragraph checklist ?



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E. The Aims of The Reseach

1. To find out the data about the students' achievement in writing descriptive text before writing descriptive text *SMK N ICirebon*.
2. To find out the data about the students' achievement in writing descriptive text after learning paragraph checklist *SMK N ICirebon*.
3. To find out the data wether there is any positive and significant influence of writing Descriptive text by using paragraph checklist

F. The Use of The Research

The research product hoped to be able to:

1. Increase the developing of language learning, especially in increasing the students knowledge about writing.
2. Increase the developing of language learning especially in increasing the students' writing skill.
3. Increase the teachers creativity in teaching writing



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