

ABSTRACT

Alita, Yuniarti. 2016. *The Effect Of Guided Imagery Strategy On Students' Writing Recount Text At The Eight Grade Of SMP Negeri 2 Kebomas*. Thesis. English Language Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisors: (I) Slamet Asari, M.Pd, (II) Ulfatul Ma'rifah, M.Pd

Key words: Guided Imagery Strategy, Writing Recount Text

In Indonesia, English is taught as compulsory subject especially for Junior High School students. There are four skills that must be mastered by the students in English teaching learning process namely speaking, listening, reading and writing. Many learners regard writing as the most difficult and complicated skill. To compose a good writing, the students should consider in some aspects such as content, structure, mechanic, grammar and vocabulary but many students also get difficult in getting the idea. They cannot arouse the idea to come because of that they will confuse with their writing.

This study was Experimental Research. The main purpose of this research is to investigate the effect of Guided Imagery Strategy on students' writing recount text, whether it has significant difference between a group of the students who taught with Guided Imagery Strategy and without it. This research was conducted in SMP Negeri 2 Kebomas, Gresik. This research started in July, 2016. It began in the third week of July. The students learnt recount text, which was one of materials taught for the first semester students in SMP Negeri 2 Kebomas. The subject of this research were students in the eight grade of SMP Negeri 2 Kebomas especially in the eight grade in VIII-G and VIII-H. There are two groups named experimental group and control group. The data were collected through pre-test and post-test in both groups.

The post-test mean result showed that experimental group was higher than control group. The post-test score mean of the experimental group was 72.96, while control group was 67.06. The result of this study showed that probability value of both group was 0.000. It means that the probability value was lower than the level of significance 0.05 ($0.000 < 0.005$). This result implied that the experimental group and control group were different in their ability after giving a treatment. It can be concluded the research conclusion (RC) is: "There is enough evidence to say that the ability in writing recount text between experimental and control group are significantly difference in the 5% level."

Based on what have been stated above, the researcher found that there was significant difference in writing recount text between the students who were taught by using Guided Imagery Strategy and who were taught without using Guided Imagery Strategy. Having known from the finding of the study, it was indicated that Guided Imagery Strategy significantly influence students' writing recount text at the SMP Negeri 2 Kebomas Gresik. For the next researcher, the researcher expected to do further research about Guided Imagery Strategy. The next researcher can do research in different steps, grade, language skill, subject and research design.

ABSTRAK

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Key Words: Strategi Guided Imagery, Menulis Teks Recount

Di Indonesia, bahasa Inggris diajarkan sebagai mata pelajaran wajib terutama di Sekolah Menengah Pertama (SMP). Ada empat keterampilan yang harus dikuasai oleh siswa terutama dalam pembelajaran bahasa Inggris yaitu berbicara, mendengarkan, membaca dan menulis. Banyak pelajar menganggap menulis adalah keterampilan yang paling sulit dan membingungkan. Untuk membuat tulisan yang bagus, siswa harus memperhatikan beberapa aspek seperti isi, struktur, mekanik, tata bahasa dan kosa kata tapi banyak siswa juga mengalami kesulitan saat memperoleh ide. Mereka tidak bisa memunculkan ide karena mereka masih kesulitan dengan tulisannya.

Penelitian ini adalah penelitian eksperimen. Tujuan utama penelitian ini adalah untuk menginvestigasi efek dari Guided Imagery Strategy di teks recount, apakah memiliki perbedaan antara grup yang diajar dengan Guided Imagery Strategy dan tanpa Guided Imagery Strategy. Penelitian ini dilakukan di SMP Negeri 2 Kebomas, Gresik. Dimulai bulan Juli 2016 pada minggu ketiga. Siswa belajar tentang teks recount, yang mana merupakan salah satu materi yang diajarkan pada semester pertama di SMP Negeri 2 Kebomas. Subjek dari penelitian ini adalah siswa kelas delapan di SMP Negeri 2 Kebomas, Gresik terutama pada siswa kelas VIII-G dan VIII-H. Dimana ada dua grup yaitu grup eksperimen dan grup kontrol. Data dikumpulkan melalui pre-test dan post-test yang dilaksanakan pada dua grup.

Hasil rata-rata post-test menunjukkan bahwa grup eksperimen lebih tinggi dari pada kontrol grup. Hasil rata-rata post-test pada grup eksperimen adalah 72.96 dan grup kontrol adalah 67.06. Hasil dari penelitian ini menunjukkan bahwa hasil probabilitas dari kedua grup adalah 0.000. Itu berarti hasil probabilitas lebih rendah daripada signifikan level yaitu 0.05 ($0.000 < 0.005$). Dapat disimpulkan bahwa grup eksperimen dan grup kontrol memiliki perbedaan kemampuan setelah diberikan treatment. Maka kesimpulannya kemampuan siswa antara grup eksperimen dan grup kontrol dalam menulis teks recount memiliki perbedaan signifikan pada level 5%.

Dari yang telah dijelaskan di atas, peneliti menemukan fakta bahwa ada perbedaan antara siswa yang diajar dengan menggunakan Guided Imagery Strategy dan siswa yang tidak diajar dengan menggunakan Guided Imagery Strategy. Dari penemuan di atas, maka disimpulkan bahwa Guided Imagery Strategy memiliki pengaruh signifikan pada siswa dalam menulis teks recount di SMP Negeri 2 Kebomas, Gresik. Untuk peneliti selanjutnya, peneliti mengharapkan untuk melakukan penelitian lebih lanjut tentang Guided Imagery Strategy. Peneliti selanjutnya dapat melakukan penelitian dengan langkah, kelas, skill bahasa, subjek dan desain penelitian yang berbeda.