

**USING TREE – LEAF CORRESPONDENCE ACTIVITY TO MOTIVATE  
JUNIOR HIGH SCHOOL STUDENTS IN WRITING ENGLISH**

**PAPER**

*Submitted as a Partial Fulfilment of the Requirements for  
Strata One (S1) Degree*



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**2011**

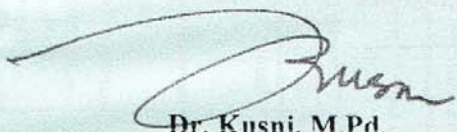
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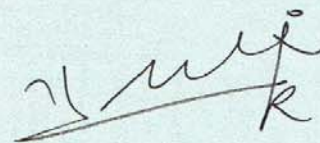
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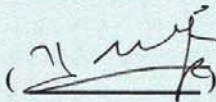
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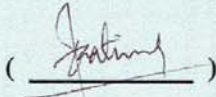
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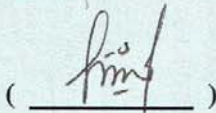
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## ABSTRAK

Daulay,Tamsir. 2011. *Using Tree-Leaf Correspondence Activity to Motivate Junior High School Students in Writing English*. Makalah. English Department, Faculty of Languages, and Arts. Padang State University.

Menulis adalah salah satu dari keterampilan dalam pembelajaran bahasa Inggris yang perlu ditingkatkan dijenjang pendidikan SMP dan SMA agar para siswa mampu menuangkan pikiran-pikiran atau ide-ide mereka melalui tulisan. Hal ini sangat penting dilakukan karena siswa yang terampil menulis akan lebih mudah dan lancar berbahasa Inggris. Oleh karena itu, guru bahasa Inggris diharapkan mampu memilih dan menggunakan metode atau kegiatan yang tepat dalam mengajarkan keterampilan menulis. Melalui makalah ini, penulis memberikan solusi untuk meningkatkan motivasi menulis siswa SMP dalam bahasa Inggris dengan menggunakan *Tree – Leaf Correspondence Activity*. Hal ini dikarenakan *Tree Leaf Correspondence Activity* adalah salah satu kegiatan latihan menulis kreatif yang bertujuan agar para siswa kreatif menulis dalam bahasa Inggris. Melalui kegiatan ini, siswa akan termotivasi, lebih bersemangat dan bergairah menulis dalam bahasa Inggris.

## **ACKNOWLEDGEMENT**

Alhamdulillah Robbil ‘Alamin, the writer would like to express his thankfulness to Allah S.W.T for all the mercy and bless so that he has been able to finish writing this paper.

Furthermore, he'd like to express his gratitude and appreciation to Yuli Tiarina, S. Pd., M. Pd., as his advisor who has kindly and patiently guided him throughout the process of finishing this paper, Siti Fatimah S.S., M. Ed. and Leni Marlina S.S., as his examiners who also gave valuable contributions and suggestions, the chairman and the secretary of English Department of UNP, Dr. Kusni M. Pd. and Dra. An Fauzia Rozani Syafei, M.A., who provided supporting facilities well, and all of the lecturers at English Department of UNP who taught him all the courses that he has taken. The writer also would like to say thanks to his beloved parents, H. Mashuri ( alm) and Nuripah Siregar that gave him much inspiration in finishing his study, his beloved wife Syamsidar and his son and daughter for their unconditional support encouragement, love and affection throughout during his study. He also would like to thanks to his headmaster at SMPN 1 BAB Tapan and all of his friends there, his beloved friends; Anwar, Welli Narcom, Agusman, Afrian and all of his friends at English Department, Academic Year 2008, who have supported his morally and financially in finishing this paper.

Finally, it is believed that this paper still has several weaknesses. Therefore, any comments and contributions to the development for further discussion are expected to come up in order to make it more perfect. May *Allah S.W.T* always bless us. Amin.

Padang, Februari 2011

The Writer

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1. Background of the problem**

English is an important language in the world. It is used in many countries for many purposes. People use English in business, government, and education. People use it both formally and informally to communicate their ideas. In communicating the ideas, people use it in spoken and written forms.

In Indonesia, English has been introduced at elementary school and kindergarten. It becomes one of the compulsory subjects in junior and senior high schools, and also in universities. Its objective is to develop students' skills in English, namely listening, speaking, reading and writing. So, every student who has been finishing their study at junior or senior high school should be able to communicate and use English in their daily life.

There are four basic skills in English; listening, reading, speaking and writing skill. Writing is an important skill to be achieved by the students who learn English as a foreign language. At junior high school in Indonesia, writing is taught as one skill that supports other student's skills in learning English. In learning language, especially English, writing skill helps the students to comprehend other language skills; listening, speaking and reading. Through writing someone can also transfer information, knowledge and ideas to others.

Unfortunately, most of the students still face problems in writing such as limited vocabulary, lack of grammar, unable to choose a topic, and low motivation to write. One significance problem faced by the students in writing is low motivation. In addition, students do not like to write in English because they still regard that English is a difficult foreign language to be learnt. Such belief enervates the zest of the students to study English and of course, it makes them have low motivation to write in English. This influences them in the learning process. Sometimes they are bored and do not pay attention to the lesson. They are afraid of making many mistakes in writing English

Even the ways of the teacher present the materials cannot arouse the students' motivation to learn English. Some teachers present the material using unattractive technique. This way does not encourage cooperate activities and make the students have low motivation to write. As the result, the students cannot write in English.

A good teacher should attempt to find and use different techniques for different level of students who also may have different interests and abilities. By using the suitable techniques, the students will be interested in learning the materials. Thus, they will be motivated to try to write in English.

In order to be able to teach well, a teacher should know about the characteristics of the subjects. English has different characteristics from others. The difference lies in the functions of the language as a means of communication (*Contoh/ Model Silabus Mata Pelajaran Bahasa Inggris, 2006*). It means that the teacher teaches not only the knowledge of

the language itself but also the application of the language in the real communication. The teacher should find a way that encourages the learners to apply the language in their daily life.

To solve the problems above, there are many kinds of activities that can be used by the teacher to motivate students to write in English such as writing a letter to parents or friends, a message, writing a diary, writing a comment about film, news and tree leaf correspondence. In this case, the teacher chooses tree leaf correspondence activity to motivate the students to write in English.

### **1.2. Limitation of the Problem**

In this paper the problem is limited in using tree leaf correspondence activity to motivate students of junior high school to write in English.

### **1.3. Formulation of the Problem**

The problem of this paper can be formulated into following question  
“How can tree leaf correspondence activity be used to motivate the students to write in English?”

### **1.4. Purpose of the Paper**

The purpose of this paper is to explain how tree leaf correspondence activity can develop students' motivation to write in English.