

ABSTRACT

Nurachmad, Hashemi. 2014. *The Use of Color Contrast Text to Enhance Students' Understanding of Grammatical Feature in English Narrative Writing at The Eighth Grade Students of SMPN 5 Surabaya*. A Thesis. English Educational Department, Faculty of Tarbiyah and Teacher Training, State University of Islamic Studies Sunan Ampel, Surabaya. Advisor: Masdar Hilmy, MA, Ph.D and Afida Safriani, MA.

Key Words: Color Contrast Text, Grammatical Feature, Narrative Writing.

This study is aimed for two objectives: 1) To know the effectiveness of color contrast in dealing with the implementation of color contrast text in English narrative writing; 2) To know the responses of 8th grade students of SMPN 5 Surabaya in the use of color contrast text in English narrative writing.

The research was carried out at SMPN 5 Surabaya. It was conducted from December 2013 up to February 2014. The subject of the research was the students of class VIII H of SMP Negeri 5 Surabaya in the academic 2013/2014. The research used classroom action research design. The research was conducted in two cycles: three meetings in the first cycle and three meetings in the second cycle. Each cycle consisted of planning, implementing, observation, and reflection. This research aims to examine the use of color contrast text in improving students' understanding of grammatical feature in English narrative writing.

The research used questionnaire, observation and test to collect data. The tests were conducted before the action (pre test) and after the action (post test). The researcher analyzed the mean score of each test to find out the improvements of students' understanding of grammatical feature in narrative writing after the action was conducted, while the researcher analyzed the questionnaire to find out students' responses to the implementation of the action.

The result of the research shows that there is improvement in students' writing skill. It can be seen from the result are 66 for the pre test, 75 for the post test 1, and 85 for the post test 2. The t-test computation between the pre-test and post test 1 was 12.7 and the post test 1 and post test 2 was 11. The test computation for grammatical feature students' score between pre test and post test 1 was 9.6 and the post test 1 and post test 2 was 9.6. Meanwhile, the *t* table for 39 students is 2.02. Since the t-test is higher than *t* table, it means there is a significance difference between the score in the pre test and post test. Based on the second questionnaire that were distributed after the action result, 92.3% students stated that their writing skill increased. 92.3% students felt easier to understand the grammatical feature in narrative text by using color contrast text and 7.7% students disagreed about it. 77% students agreed that color contrast text helped them to write narrative essay in correct grammar. 51.2% students also were enthusiast to use color contrast text. They thought color contrast text was suitable for learning simple past tense. From these results, it can be concluded that students supported for the use of color contrast text in learning grammatical feature of narrative.

At last, the result of the research concludes that the use of color contrast text could enhance students' understanding of grammatical feature in narrative writing. Based on such findings as presented earlier, the researcher expects that color contrast text can be used in other writing classes.