MENINGKATKAN KETRAMPILAN MENULIS SISWA PADA TEKS DESKRIPTIF MENGGUNAKAN TEKNIK MODELING

(Penelitian Tindakan Kelas di Kelas VII F SMP Negeri 12 Surakarta Tahun Akademik 2014/2015)

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ABSTRAK


Kata kunci : teknik Modeling, Menulis, Penelitian Tindakan Kelas
IMPROVING STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT
USING MODELING TECHNIQUE
(A Classroom Action Research at the Seventh Grade Students of SMP N 12 Surakarta in 2014/2015 Academic Year)
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ABSTRACT

The research aims at: (1) finding out whether Modeling Technique can improve students’ writing skill of descriptive text at VII-F of SMP Negeri 12 Surakarta in academic year 2014/2015 or not and (2) finding out whether Modeling Technique can be applied in teaching learning writing skill of descriptive text at VII-F of SMP Negeri 12 Surakarta in academic year 2014/2015.

The research was carried out at SMP 12 Surakarta from January to February 2015. The research applied is Classroom Action Research to improve students’ writing skill using Modeling Technique. The research was conducted in two cycles. Each cycle consisted of planning, implementing, observing, and reflecting. In collecting the data, the researcher used test, interview, observation, and documentation. In analyzing the data, the researcher used data quantitative (pre-test and post–test) and data qualitative (interview, observation and documentation). The research was conducted at the seventh grade students of SMP Negeri 12 Surakarta in 2014/2015 Academic Year. The total number of students is 28 students.

From the result of the research, it can be shown that the students’ writing skills in descriptive text improved. It can be seen from some indicators: (1) The students’ writing skill improved; (2) They could write descriptive text in better grammar than before; (3) The students also were more active than before. Besides that, Modeling Technique is effective to improve students’ writing skill in descriptive text. It can be seen from the result of the research. The result of the research is as follows: the mean score of pre-test is 61.4 in cycle 1, and the mean score of post test 1 improves to 68.7 and the mean score of post test 2 improves to 73.2. The condition of teaching and learning process also shows positive change. The students enjoy the learning and teaching process and make less noise than before.

From the research, the researcher concludes that Modeling Technique can improve the students’ writing skill in descriptive text at the seventh grade students of SMP N 12 Surakarta in 2014/2015 Academic Year. Modeling technique creates a fun and enjoyable situation in teaching and learning process and it improves the students’ motivation in learning writing descriptive text. Therefore, Modeling Technique can be used as a great technique in teaching writing in descriptive text in classroom.

Keyword: Modeling Technique, Writing, Teaching, Learning, Classroom Action Research
INTRODUCTION

English is an international language which has an important role in communication by people to interact with other people in the world. As the international language, English is used to conduct communication, in almost the entire world in many countries. In Indonesia, English becomes the first foreign language which is taught in many schools started from elementary to university.

In learning English, there are four skills: listening, speaking, reading and writing. From four of language skills, speaking becomes the basic skill that must be mastered by the students when they learn English in order to communicate with the other people. Byrne (1988: 4) states that writing is a difficult activity for most people, both in the mother tongue and in a foreign language. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills.

In SMP N 12 Surakarta, English becomes one of the main lesson that has to be learnt. The minimum score or (KKM = Kriteria Ketuntasan Minimum) for English is 70,00. It was too difficult for the students to achieve that score in the test. It was also shown the fact that the students of VII class especially VII F class writing skill was still low and need to be improved.

There were three causes teaching learning speaking, they were: (1) The teacher did not use various methods and interesting media to teach writing; (2) The students had little motivation and attention from their teacher to learn
One of the ways that determined the successfull of teaching learning English was the use of an appropriate technique. Technique is an implementational, that actually takes place in a classroom and it is a particular trick, strategem, or contrivance used to accomplish an immediate objective (Harmer, 2001: 78).

One of the appropriate technique for teaching learning writing was Modeling technique. According to Duplass, J (2006, 204) “Modeling is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing”. This technique helps the students to see the meaning in academic material that they are studying by connecting academic subject with the context of their personal, social, and cultural circumstance. This technique can be applied to improve the student’s writing skills, especially in the descriptive text.

This research aims were: (1) To find out whether Modeling Technique can improve students’ writing skill of descriptive text at VII-F of SMP Negeri 12 Surakarta in academic year 2014/2015. (2) To find out whether Modeling Technique can be applied in teaching learning writing skill of descriptive text at VII-F of SMP Negeri 12 Surakarta in academic year 2014/2015.
RESEARCH METHODOLOGY

This research was conducted in SMP Negeri 12 Surakarta. This school is located at Jl. Ahmad Yani, Banjarsari, Surakarta, Telp. (0271) 717520. This research was conducted on January 2015 until February 2015 Academic Year 2014/2015.

The subject of the research was the students of the seventh grade students of SMP N 12 Surakarta in 2014/2015 Academic Year. In this research, the researcher took one class of the seventh grade students, it was class VII F. This consisted of 28 students, they were 17 boys and 11 girls. First, the researcher would to improve the students’ writing skill, because their academic score was low. Second, some students made noise in teaching and learning process.

The method used in this research was Classroom Action Research (CAR). According to Carr and Kemmis (1986: 162), “Action Research is simply form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices are carried out “.

In the Classroom Action Research, the techniques of collecting the data were tests and non-tests. In test, there were: pre-test and post-test. In non test, there were observation, interview, and documentation. The observation was being done by the researcher as the observer.
In the procedure of Action Research, the researcher took two cycles. Each cycle used six steps, they were: identifying the problem, planning the action, implementing the action, observing, reflecting, and revising the plan.

![Cyclical AR model based on Kemmis and McTaggart](image)

*Figure 1.1 Cyclical AR model based on Kemmis and McTaggart (in Burns, 1999: 32)*

In analyzing of the data, the researcher used Qualitative and Quantitative data analysis. In Qualitative Data Analysis, the researcher used interactive model by Miles and Huberman (in Sugiyono, 2010: 338), as the figure below:

![Component of data by Miles and Huberman's](image)

*Component of data by Miles and Huberman’s (in Sugiyono, 2010: 338)*
From the figure above, it could be explained that: (1) **Data Collection**: Data Collection is having collected data, a sub stage follows immediately or co-exists with the collection of the data – the generation of hypothesis. At the end of the data collection stage, not only have collected our data, but also established a number of hypothesis, construct or categories that begin to explain what is happening in the classroom; (2) **Data Reduction**: Data Reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete; (3) **Data Display**: Data Display is the second element or level in Miles and Huberman’s (in Sugiyono, 2010: 341) model of qualitative data analysis. This step is describing the result of the research which is described in systematic and logic sentence. It can help us to understand what is happening and to do further analysis or action based on that understanding; (4) **Conclusion Drawing/Verification**: This activity is the fourth element of qualitative data analysis. According to Miles and Huberman’s (in Sugiyono, 2010: 344), “Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand”. Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. This step is very important to be done in order to get good research conclusion.

In Quantitative Data Analysis, the score analyzed by using pre-test and post-test to prove whether teaching learning speaking using Round Robin technique
could overcome the students problems in speaking skill or not. The formula of pre-test and post-test as follow:

a) The mean of the pre-test and the post-test could be calculated with the formula:

\[ \bar{X} = \frac{\sum X}{N}, \quad \bar{Y} = \frac{\sum Y}{N} \]

Where:
- \( \bar{X} \) = means of pre-test score
- \( \bar{Y} \) = means of post-test score
- \( N \) = the number of students

b) The t-value could be calculated with the formula:

\[ t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}} \]

Where:
- \( t \) = the t-value for non independent (correlated means)
- \( D \) = the difference between the paired scores
- \( \bar{D} \) = the mean of the differences
- \( \sum D^2 \) = the sum of squared differences score
- \( N \) = the number of pairs

(Ary; Jacobs; and Razavieh, 1979: 155-165)
THE RESULT OF THE RESEARCH

The result was carried out at the VII F class of SMP N 12 Surakarta. The research was conducted in collaboration with the English teacher of SMP N 12 Surakarta (Mrs. Unarwati, S.Pd) as a collaborator. The researcher used Modeling technique to improve students’ writing skill. The researcher took two cycles. Every cycle consisted of two meetings. Cycle one was held on 7th January 2015 up to 10th January 2015. Cycle two was held 13rd January 2015 up to 14th January 2015. Every cycle consisted of four steps: (1) planning the action; (2) implementing the action; (3) observing the action; and (4) reflecting.

Before implementing cycle one, the researcher conducted pre-test in 6th January 2015. The mean score of pre-test only 61.4. It was too low, because the minimum score of SMP N 12 Surakarta is 70.00.

In cycle one, there were two meetings. The first meeting was conducted on Wednesday, January 7th 2015. The second meeting was conducted on Saturday, January 10th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: The mean score of the students’ post test 1 (68.7) was higher than the students’ pre test (61.4). It could be seen from their writing result from the pre-test which was 61.4 became 68.7 in the post test (2), The students were more active in the teaching and learning process. (3) The class atmosphere was more alive, which means the students asked more questions, interacted with their friends more. The weaknesses were: (1) The mean score in the post test one was under the minimum score (KKM =
From the reflection of cycle one, the researcher was not satisfied with the result. So, the researcher held cycle two to improve the result. The first meeting was held on Tuesday, January 13rd 2015 and the second meeting was held on Wednesday, January 14th 2015. After observing and reflecting the action, the researcher found several strengths and weaknesses. The strengths were: (1) The students participated more actively in class and asked a lot of questions. (2) The students understood more about writing descriptive text. (3) There was a significant improvement of writing Descriptive Text using Modeling Technique. It could be proved from the Post test 2 (73.2) score that improved from post test I (68.7) which also was higher than KKM (70). The weaknesses were: (1) Some students were still noisy in the class when they discussed in the groups; (2) The students still had difficulties in using correct punctuation.

**DISCUSSION**

This section, the researcher discussed about the research finding of the research concerning the students’ responses toward the teaching learning reading descriptive text using Modeling Technique and the problems occurs by the researcher during the research.
This research showed that students’ achievement could improve significantly. They score increased significantly after this technique had been applied. The class was more fun, they were more active and they were not afraid to ask the researcher when they could understand the text easier after they used Modeling Technique.

Their vocabulary, pronounciation, and grammar were improved too. The result of improvement of the students could be seen on the result table as follows:

<table>
<thead>
<tr>
<th>The Mean of Pre-Test</th>
<th>The Mean of Post-Test 1</th>
<th>The Mean of Post-Test 2</th>
<th>T-value of Cycle 1</th>
<th>T-value of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>61.4</td>
<td>68.7</td>
<td>73.2</td>
<td>12.57</td>
<td>8.06</td>
</tr>
</tbody>
</table>

*The table of result of the research*

From the table above, it could be seen that the mean test of the Post Test 1 (68.7) has significantly improved from Pre Test (61.4) or has increased by 7.3 points or about 11.8%. While the Mean of Post Test 2 (73.2) has increased from Post Test 1 (68.7) or by 4.5 points or about 6.6%.

Because $t_0$ is higher than $t_{(24, 0.05)}(2.05)$ or $t_0 > t_r$, $H_0$ is rejected and it can be concluded that there is significant difference between post test 1 and pre test. Because $t_0$ (8.06) is higher than $t_{(24, 0.05)}(2.05)$ or $t_0 > t_r$, $H_0$ is rejected so it can be concluded that there is significant difference between post test 2 and pre test.
The table showed the improvement of the students’ scores. Modeling Technique was suitable for teaching learning process and at last the researcher found in the research. The improvement can be seen from the result of students’ pretest and post-test which was done in every cycle.

It could be summarized that there was significant improvement of the students’ skill in writing descriptive text step by step based on the stage of Modeling Technique.

CONCLUSION AND SUGGESTION

Conclusion

The researcher concluded that this research purposed to improve writing skill by using Modeling Technique. The researcher conducted it at the seventh grade students of SMP N 12 Surakarta. The researcher conducted the research by doing some processes, such as: (1) Identifying the problem; (2) Planning the action; (3) Implementing the action; (4) Observing the action; and (5) Reflecting. The researcher concluded the research as follows:

1. Teaching writing using Modeling Technique could improve the students’ writing skill. The used of the real samples, pictures, photos, and articles were really helps the students in gathering ideas and producing appropriates words for their writing. Since the students got more variety inputs.

2. Teaching leaning writing using Modeling technique could improve the students score. The mean score of pre-test was 61.4. After the researcher
conducted the research, the mean score of post test 1 was 68.7. Then, the researcher was less satisfied. The researcher increased the result in the cycle two. The mean score of cycle two was 73.2 It showed that there was an improvement on their result and reached the minimum score (KKM = Kriteria Ketuntasan Minimum). It is 70.00.

**Suggestion**

There were some suggestion which might be useful for the students, the teacher, and the other researcher who were interested in this study were as follows:

1. **To the students**
   
   The students have to be discipline in teaching learning writing and the students should have good participation in teaching learning process.

2. **To the teacher**
   
   The teacher should make the students become more spirit, active, and communicative in teaching learning process.

3. **To the other researcher**
   
   The other researchers can use the findings of this research as a foothold for their research at the same problems.
BIBLIOGRAPHY


