

Improving Students' Ability in Writing Procedure Text through Broken Triangle/ Square/ Heart Model (A Classroom Action research at SMA 2 Peusangan)

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ABSTRACT

This research explained about "Improving Students' Ability in Writing Procedure Text Trough Broken Triangle/Square/Heart Model (A Classroom Action Research at SMA N 2 Peusangan)". In fact, in real conditions most of the students could not write well. Such as the students had difficulties in finding some ideas, students were not able to write a good paragraph, the students had low motivation in writing. This researcher was Classroom Action Research . The data were analyzed through descriptive qualitative and quantitative research. This research was conducted at SMA N 2 Peusangan, Bireuen regency. The research subject was the first grade students of class X/1. In the first cycle, the action has not been successful and did not reach the criteria of success specified. The shortcoming in this cycle was the students did not manage the time well in doing the activity of writing procedure text; some of the students were still unmotivated and confused in writing procedure text. So, the researcher continued to the second cycle by improving the shortcoming in the first cycle. After the researcher did all steps of action research (cycle 1 and cycle 2) the students' mean score increased from 64 in the first cycle, and became 72 in the second cycle. Furthermore, based on the result of questionnaire 82% students were motivated to learn procedure text. In addition, the researcher concluded that broken triangle/square/heart model had improved students' ability and motivated them in writing procedure text.

Key words: Writing Procedure Text, and Broken Triangle/Square/Heart Model.

1. INTRODUCTION

Background of the Research

Writing is one of the important skills in teaching English. It has occupied a place in most English language course. The students need to learn writing in English, for occupational or academic purposes. To write well, students must have good capabilities in writing process and aspects of writing. The students have to be able to organize the ideas, to construct the sentences, to use punctuations and spelling well. Besides, they have to be able to arrange their ideas into cohesive and coherent paragraphs and texts. The purpose of writing is to develop or help people to communicate with others indirectly. When the students write they compose meaning, they put facts and ideas together and make something new.

Based on the School-Based Curriculum (KTSP) the students of SMAN 2 Peusangan should be able to write many types of text such as, narration, description and procedure. Narration tells 'what happened'. Description tells how something looks, feels or sounds. While procedure is writing that tells how something is done. The researcher was interested in writing procedure text because

this text can increase knowledge about how something is done in steps. Based on School-Based Curriculum (KTSP) at SMAN 2 Peusangan, procedure text is learnt by the first grade students. In fact, the students gain values outside the criteria of the school curriculum, the final results of the class English lesson to be achieved by students in accordance with the Minimum Completeness Criteria at SMA N 2 Peusangan is 65, but the students only got a value below the average that were 45, 50, 60, only 40% of the students who got value above 65. It is also due to the value of affection given by the subject teacher.

In fact, in real conditions most of the students could not write well. The researcher was interested to improve students' ability in writing procedure text at SMA N 2 Peusangan because the researcher found there were some problems that faced by the students in learning writing such as the students had difficulties in finding some ideas, students were not able to write a good paragraph, the students had low motivation in writing.

The researcher also found the problem of the teacher that was the teacher did not have an interesting learning model to improve students'

ability in writing. The English teachers must have responsibility as they are demanded to have leaning model in order to solve the problem faced by the students in learning process. Teachers must be able to arrange their assignments effectively, they are demanded to motivate the students in order to learn well.

To enable the students to be skillful in producing a writing process, the teacher should make good preparation and great planning to make students easier in mastering writing. It should be suitable to their ages and levels. It will make them interesting to write or able to express their idea widely.

Therefore, the researcher tried to find a learning model to solve some problems in writing procedure text and to help teacher in improving students' ability to get better score. One of the models that can be used by the teachers to motivate the students in learning process is Broken Triangle/Square/Heart. Broken triangle/square/heart model is a model that often called puzzle; the students arrange the separated materials become a concept unity arranged in triangle/square/heart. Generally used in the materials that contains in options form, such as procedure text.

Based on the explanation above, the researcher chose the title of this research is *Improving Students' Ability in Writing Procedure Text through Broken Triangle/Square/Heart Model to the First Grade Students at SMAN 2 Peusangan (A Collaborative Classroom Action Research)*.

Problem of the Research

The problems of this research that able to write in this thesis are:

1. How is the first grade students of SMAN 2 Peusangan can improve their ability in writing procedure text through Broken Triangle/Square/Heart Model?
2. How is the broken triangle/square/heart model can motivate the students in learning procedure text?

Purpose of the Research

Based on the problems of the research, the purposes of the research are:

1. To know the broken triangle/square/heart model can improve students' ability in writing procedure text.
2. To know the broken triangle/square/heart model can motivate the students in learning procedure text.

2. RESEARCH METHODOLOGY

The research was a Classroom Action Research. The researcher could improve the quality of teaching and the ability of students in learning by finding the appropriate technique in writing skill. There are some steps in Classroom Action Research; planning the action, implementing, observing, analysis and reflection (Kemmis and Taggart, 1988). The visual illustration of the steps is shown in Figure 1.

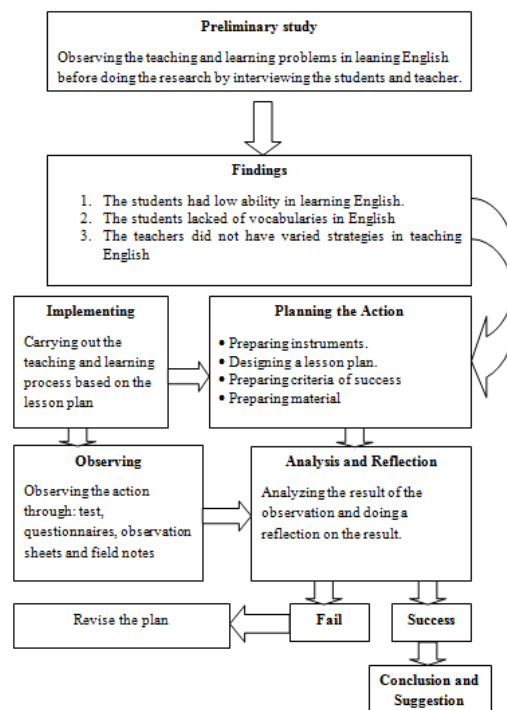


Figure 1 Classroom Action Research Model adapted from Kemmis & Tagart 1992

There were two kinds of data collected and analyzed in this research namely qualitative and quantitative data. Qualitative data is form of students' score and it is analyzed descriptively for example collecting data from questionnaire, observation forms, and field notes. On the contrary, quantitative data is displayed by using formula, for example searching for the students' mean score, percentage of successful learning, and the researcher used the formula $\bar{x} = \frac{\sum fx}{N}$ introduced by Winarsunu (2002:88).

Where: \bar{x} = Mean score
 $\sum fx$ = Total score of all the students

The observations of data were analyzed according to qualitative data procedure. Meanwhile, to know the students' response and their improvement on writing activities, the researcher used the procedure of qualitative data with scoring rubric of writing. In assessing the students' writing test, the researcher used writing scoring rubric formulated by Brown (1991).

3. RESEARCH FINDINGS

Cycle 1

The analysis of teaching and learning process was done based on the information obtained from the observation checklists for the teacher and the students and field notes. The information was about the students' and the teacher's activities in the class in learning process applied through broken triangle/square/heart model in writing procedure text.

Based on the observation conducted by the researcher or during the process of teaching and learning on the first cycle, it was found that some of the students were still had the difficulties in finding the ideas and organized them became a good and coherence sentences. Some of the students just led their friends to finish the task without caring about the result when they worked in groups.

In fact, the learning model applied by the researcher could motivate them in writing procedure text. When the teaching and learning process, the students got some improvements like working hard to find out the ideas and arrange it become a good paragraph of procedure text. It mean that the students had tried to give the best in writing procedure text but it was not good enough to be considered that the teaching and learning process was success. The teacher should continue to the second cycle to get expected result.

Based on the data found at the first cycle calculated through the formula, the average score of the students test in writing was 64, the score 64 was categorized in the level "good" (50-75).

After analyzing the result in cycle 1, some findings were got. With the result of the analysis in teaching and learning process, there were some processes that have not achieved yet. The teacher had to change some ways in order to get best achievement. Firstly, the teacher had to give introduction clearly in the beginning of the stage, taught them how to find out the ideas and organized them well in writing a procedure text. Secondly, the teacher asked the students to do not let one or two students who worked when they worked in group, but they had to work together in

finishing the task. Thirdly, the teacher could prepared the students well by setting the time in each phase until the students had deadline to finish the task and did not take long time in it. So, the teacher revised the plan and continued it in cycle 2.

Cycle 2

Based on analyzing the result in cycle 2, some new findings were got. With the result of the analysis of teaching and learning process, there were some processes that have achieved by the teacher; the teacher had changed some ways in order to get best achievement. Firstly, the students become active in writing procedure text, worked well in group to arrange the broken cards given so that they could get the key words in writing the text. Secondly, students got the average score was 72 in the final test, it meant that the students' ability in writing procedure text had improved. Thirdly, the result of observation forms also showed better development.

The main points of this section in this cycle was the students' score in writing procedure text had improved became 72, it indicated the students' ability in writing procedure text also reached the good achievement and the students was not only motivated to write but also happy in doing the activities.

Reflection was done to determine whether the second cycle was successes or not. The researcher made reflection on the criteria of success of second cycle. In criteria of success, the researcher did assessment about teacher's and students' activities, students' motivation and students' score in writing procedure text through broken triangle/square/heart model. The researcher did reflection through observation checklist form, field note, test and questionnaire.

Based on the analysis and reflection form above, the researcher concluded that the researcher started the research through two cycles and the second cycle had been already reach the criteria of success and this research was successfully. The questionnaires data in the second cycle shown 82% students were motivated in writing procedure It is mean that the broken triangle/square/heart model improve the students ability in learning writing procedure text.

CONCLUSION

1. After the researcher did all steps of the action, both the first and the second cycle in six metings, the students' means score on writing procedure text had improved from 64 (level 3/ good) in first cycle, and become 72 (level 4/

good) in the second cycle. It meant that, the finding of the research showed that the broken triangle/square/heart model could improve the students' ability and motivated them in writing procedure text.

2. After analyzing the data had been collected in this research, it was found that 82% students were motivated in writing procedure text through broken triangle/square/heart model, so the researcher concluded that the broken triangle/square/heart model was the appropriate model that can be used to improve and motivate the students in writing procedure text.

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Penulis:

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