

**IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY BY
USING PRE-WRITING STRATEGY AT SMA MUHAMMADIYAH 3
JEMBER IN THE 2015/2016 ACADEMIC YEAR**

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ABSTRACT

Setiawan, Yongky. 2016. *Improving Tenth Grade Students' Writing Ability At Senior High School By Pre-Writing Strategy In SMA Muhammadiyah 3 Jember*. Thesis. English Education Program, Language and Art Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1)Henri Fatkurochman,SS,M,Hum, (2)Yeni Merdiyana Devanti M.Pd.

KeyWords: Writing Ability, Pre-Writing Strategy.

Writing is one skill in English beside speaking, listening, and reading. This skill is to express the idea in mind by written. Therefore, the researcher wants to improve the students' writing ability by using Pre-Writing Strategy.

In this research, the problem is "How can the use of Pre-Writing Strategy improve the tenth grade students' writing ability at SMA Muhammadiyah 3 Jember. The objective of this research is to find out how the use of Pre-Writing Strategy can improve the Tenth grade students' writing ability at SMA Muhammadiyah 3 Jember.

Based on the research problem and the relevant theory, the hypothesis of this research is: Teaching writing by using Pre-Writing Strategy can improve students' writing ability.

The design of this research is classroom action research. The research subject is Tenth grade consisting of 30 students. The data are collected by using writing test and observation checklist and the data analyzed by using formula percentage score. The result of research shows that Pre-Writing Strategy improves the students' writing achievement in two cycles from the percentage score of students is 53.3% in cycle 1 to 63.1% in cycle 2. Meanwhile, the students' active participaton is also improved from 56.6% in cycle 1 to 63.1% in cycle 2. Based on research result, it can be concluded that students' writing ability can be improved by using Pre-Writing Strategy.

ABSTRAK

Setiawan, Yongky. 2016. Meningkatkan Kemampuan Menulis Siswa Kelas Sepuluh SMA dengan menggunakan Strategi Pre-Writing di SMA Muhammadiyah 3 Jember. Skripsi. Program Studi Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Dosen Pembimbing: (1) Henri Fatkurochman,SS,M,Hum, (2) Yeni Mardiyana Devanti M.Pd.

Kata Kunci: Kemampuan Menulis dan Strategi Pre-Writing

Menulis adalah salah satu dari kemampuan selain berbicara, mendengarkan, dan membaca. Oleh karena itu, peneliti ingin meningkatkan kemampuan menulis siswa dengan menggunakan Strategi Pre-Writing.

Dalam penelitian ini, masalahnya adalah "Bagaimana penggunaan Strategi Pre-Writing dapat meningkatkan kemampuan menulis siswa kelas sepuluh di SMA Muhammadiyah 3 Jember?". Tujuan penelitian ini adalah untuk mengetahui bagaimana penggunaan Strategi Pre-writing dapat meningkatkan kemampuan menulis siswa kelas sepuluh di SMA Muhammadiyah 3 Jember

Berdasarkan masalah penelitian dan teori yang relevan, hipotesis penelitian dapat dijelaskan sebagai berikut: Pengajaran menulis dengan menggunakan Pre-Writing dapat meningkatkan kemampuan menulis siswa.

Desain penelitian ini adalah penelitian tindakan kelas. Subjek penelitian adalah kelas delapan yang terdiri dari 30 siswa. Data dikumpulkan dengan menggunakan tes dan observasi checklist, data dianalisis dengan menggunakan rumus prosentase skor. Hasil penelitian menunjukkan bahwa Strategi Pre-Writing meningkatkan prestasi menulis siswa dalam dua siklus dari skor prosentase siswa adalah 53.3% pada siklus 1 dan 63.1% pada siklus 2. Sementara itu, partisipasi aktif siswa juga ditingkatkan dari 56.6 % pada siklus 1 ke 63.1% pada siklus 2.

Berdasarkan hasil penelitian, dapat disimpulkan bahwa kemampuan menulis siswa dapat ditingkatkan dengan menggunakan Strategi Pre-Writing.

1. INTRODUCTION

1.1 Background of The Research

Writing is one skill in English beside speaking, listening, and reading. This skill is to express the idea in mind by written. According to Elbow (1998:3) "writing well is a complex, difficult, and time-consuming process".

Writing skill must be mastered by the students. Although, Elbow state that this skill considered as a difficult and complicated. It is requests mastery not only grammatical and rhetorical device but also judgment elemental and conceptual. The existence of basic mechanical skill such as writing capital letters and using appropriate punctuation for writing does not effective in writing, because students must also possess other competence to become effective writers. According to Hughes (2003:104) stated that they are many aspects of writing such as content, structure, vocabulary, organization.

Preliminary study has done by researcher on the tenth grade of SMA Muhammadiyah 3 Jember. Based on the result of preliminary study on 7 May 2015, it found that most of students experienced difficulties in writing paragraph in term of developing and organizing their ideas, using their vocabulary appropriately and mastering tenses when get an assignment to write narrative text. In developing and organizing, the student faced difficulties in expressing their ideas into written form. They had difficulties in organizing their ideas that their writing was incoherent. In term of vocabulary problems, the students actually had enough store vocabulary but they were sometimes not able to place right vocabulary. They sometimes chose inappropriate words, and this made their sentences did not make sense. In term of problem tenses mastery, the students were often unable to make sentences by using appropriate tenses. When the students were required to write a narrative paragraph, they did not apply simple past tense consistently.

The Standard Competence Minimum (SCM or SKM) that used in that school is 75. The total of Social X 1 students at SMA Muhammadiyah 3 Jember is

30 students. The score of student is in under average because their average score of writing narrative text is 60. There were 63 % or 19 students got score ≤ 70 and 6 % or 2 students got score ≥ 75 .

The one to solve this problem that can be used is Pre-Writing Strategy. Pre-Writing Strategy is a writing strategy that helps students organizing their thoughts and beginning to put the information they have on paper. According to Fardhani (2005:146) "Pre-Writing Strategy is an activity done before a paragraph is actually written". It means that in developing a paragraph, a writer can use Pre-Writing Strategy to find topic which is then expanded by giving relevant details to support the topic. This strategy can take on the role of not only organizing students in writing, but also helping students form ideas and develop higher level word choice.

Based on the above discussion, a classroom action research entitled: Improving the tenth Grade Students' Writing Ability using Pre-Writing Strategy at SMA Muhammadiyah 3 Jember in the 2015/2016 Academic year will be conducted.

1.2 The Research Problem

Based on the Background of the research, the problem is formulated as follows: How can Pre-Writing Strategy improve the tenth grade students' writing ability at SMA Muhammadiyah 3 Jember in the 2015/2016 Academic Year?

1.3 Objective of The Research

The Objective of the research is to know how Pre-Writing Strategy improve tenth grade students' writing ability at SMA Muhammadiyah 3 Jember in the 2015/2016 Academic Year.

2. RESEARCH METHOD

Researcher applied Classroom Action Research (CAR) with cycle model to this research. The researcher expected that the research could improve the tenth grade year students' writing ability by using Pre-Writing Strategy. According to Arikunto (2010:135), Classroom Action Research (CAR) is a research that is conducted by a teacher in the class related to complete and improve teaching learning process. In other words, a Classroom Action Research is intended to solve problems in the classroom, such as problems encountered by the students or the teacher. Kemmis and McTaggart (1992:10) in Cohen (2007:297) argue that to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life. The researcher found that the tenth grade students of SMA Muhammadiyah 3 Jember encountered the problem in writing.

The researcher conducted this research in two cycles; each cycle covered four stages of activities like planning, implementing, observing and reflecting. The researcher conducted the research collaboratively with the English teacher of the tenth year students.

3. THE RESULT OF THE RESEARCH

When the researcher had analyzed the result of students' writing score in cycle 1 was 53.33% . The action was regarded successful if 60% or 19 of the students' get ≤ 75 in writing score. Based on the calculation, 53.33% students or 15 students who gets ≤ 75 . Based on the writing test result of Cycle 1, it can be concluded that the standard requirement of the writing score in writing test was not achieved yet. Meanwhile based on the observation as a process evaluation, the first meeting calculation of students' activities was 53.33% and for the second meeting the calculation of students' activities was 60%. The activity of students was improved. It can be seen from the calculation of students' activities

The results of observation in the second cycle showed significant improvement in teaching learning process of the students' writing ability by using Pre-Writing Strategy. It is supported by the result of second writing test in cycle 2, there were 60% of students got the score ≥ 75 . It means that the test of the Cycle 2 had met the target score requirement that was 60%. The action can be stopped in Cycle 2.

4. DISCUSSION

In the Cycle 1, the students' writing scores after given the action by teaching writing by using Pre-Writing Strategy as strategy in teaching learning was unsatisfactory yet. The result of writing test in Cycle 1 showed that among 30 students, the percentage of students who get score ≥ 75 is 53.33% (see appendix 12). It means that the target percentage had not been achieved and it can be said that it was not successful.

For the reason why Cycle 1 was not successful was found. The result of the investigation showed that some students did not understand how to use Pre-Writing Strategy in writing class, and also the teacher gives the explanation about the material in full English. The teacher also did not give more example of narrative text and how Pre-Writing Strategy implemented in writing narrative text. In teaching process, most of students used to be passive participant. Some students who sitting in back talked with their friends and it made the class not conductive while the teacher give explaining the material. From 30 students, the average 56.66% of them become active participation. The average percentages of the student were not achieved because the target percentage of participation of the students. The target average percentage of the students' active participation is 60%. The percentage of writing test is 53.33% from 60% target percentage.

In Cycle 2, the implementation using Pre-Writing Strategy was going rather smooth because the students knew Pre-Writing Strategy and how to implement it to writing process. Also the teacher actively check the students work and ask if there is something that they did not know regarding Pre-Writing Strategy, general structure and grammatical feature of narrative text.

The percentage students writing score test is 63% or 19 students achieved the target score. Due to problem in Cycle 1, the teacher give more example of narrative text, give more explanation about Pre-Writing Strategy, general structure, grammatical feature of narrative text. Also the teacher gives the explanation regarding the teaching material in Multilanguage. From 30 students, the average that percentage 63.33% of them became active participation was achieved Pre-Writing Strategies are essential for students to learn and use

throughout their school career and well into college. These strategies can take on the role of not only organizing student writing, but also helping students form ideas, and develop higher level word choice. The experience of Pre-Writing allows students to form their ideas. During this process they have the time to edit these ideas and further develop what their writing piece is going to take.

In short, based on the result of cycle 1 and cycle 2, it could be concluded that the results answered the action hypothesis of this CAR. It showed that the use of Pre-Writing Strategy could improve the tenth grade students' writing ability in the academic year 2015/2016.

5. CONCLUSION AND SUGGESTION

6.1 Conclusion

Based on the result of the research and discussion, it can be concluded that criteria of success is achieved (63%) from target percentage 60%. Thus it is concluded that the use of Pre-Writing Strategy is able to improve the tenth grade students' writing ability at SMA Muhammadiyah 3 Jember in the 2015/2016 academic year by using Pre-Writing techniques as brainstorming, freewriting, clustering, and making a list in making good writing product, generate and developing ideas, using appropriate vocabulary and consistently using right tenses. All students have been demonstrate interest in improving their writing ability through Pre-Writing Strategy. They were could implemented the Pre-Writing Strategy in making writing product. If the students do the practice, it will increase their good writing product and generate more ideas.

6.2 Suggestion

In line with the conclusion of this research, some suggestion are necessary to be given to the English teacher, the students, and the other researchers as follows :

1. The English Teacher

It is suggested that the English teacher use Pre-Writing strategy in teaching writing to improve students' writing ability, so the English teacher is suggested to apply Pre-Writing Strategy when teaching writing in the classroom.

2. The Students

Through Pre-Writing strategy, the students are suggested to intensively use the Pre-Writing strategy as the strategy to expand their ideas or motivate themselves to express their ideas which in turn help them to improve their writing narrative text.

3. The Other Researchers

The result of this research is suggested to give information to future researcher who has the same problem with the teaching of writing. It is suggested to conduct a classroom action research through Pre-Writing in the process of writing to improve the students' writing ability.

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