

IMPROVING STUDENTS' WRITING ABILITY BY USING FLOWCHART AT SMAN 1 TENGGARANG BONDOWOSO IN THE 2016/ 2017 ACADEMIC YEAR.

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ABSTRACT

There is no doubt that English writing is important as the other three-language skill. The ability to write is frequently demanded in many occasions in our life. For many reasons writing skill is crucial and difficult to learn to most people. As the preliminary study of the students in SMA 1 Tenggarang Bondowoso, the researcher found that most of students unable to write well because they found difficulties in developing idea and organizing the structure and they think writing is a boring activity to do. There must be some ways and solutions to improve the students' Writing ability. In this case the researcher used Flowchart to improve Writing ability. In this research, the problem "How can flowchart effective to improve the students' ability to write recount text of XI MIPA 3 students at SMA 1 Tenggarang Bondowoso. The design of this research is classroom action research. The research subject is XI MIPA 3 class consisting of 30 students. The data collected by using writing test, field note and document. In order to analyze the data students' writing score, Average formula is used. The result of the students' writing test in cycle 1, there were 23 students of 30 students who got ≥ 75 . From the score, it was found that the average of the students had achieved the mean score target was 76.5. The action was stopped because the average score writing test could not achieve the requirement target scored 75. It is concluded that Flowchart Technique can improve the Eleventh grade students' writing ability at SMA 1 Tenggarang Bondowoso in 2016 / 2017 Academic Year by transforming their ideas into some boxes in a chart and identifying the phases and procedures as concepts of the topic.

Key word: Writing Ability, Flowchart

INTRODUCTION

Writing is one of the language skills that play an important role in human communication. Writing is still an important act and an essential tool for learning and social participation. Skill in writing is still crucial inside and outside of our schools. In Indonesia, English is considered as a first foreign language and compulsory subject to be taught in secondary schools. Based on the decision above, it is considered as an optional subject or local content materials to be taught in the

schools and as a requirement subject to pass National Examination. In writing we need a good idea in order to produce a composition or written material. If students have no good ideas they will get difficulties to developing the topics. For writing subject, students must have idea about what will they write and how far they know about the topic, sometimes they have to choose one theme and then decide one topic, finding the appropriate word to express an idea.

As stated by Nunan (2003: 88), writing is not only a physical but also mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

MATERIALS and METHOD

The Eleventh grade students should be able to write or produce recount text, because it included in Silabus. But, students have difficulties in developing ideas into good order to form and organize the structure of the text.

Based on the class observation at the Eleventh grade in SMA 1 Tenggarang Bondowoso, most of the students have ideas but they find it is difficult to express in writing form and the English teacher never used Flowchart or method in teaching writing. Instead, the teacher provide the students with some individual activities. So, based on preliminary study the average score is 69 in producing recount text

Parks & Black (1993) in alshatti (2012:12) states that The Chart has a recognisable starting point, flow of concepts, and a clearly defined outcome. Throughout, the Flow Chart, instructions are represented along with possible outcomes at specific nodes. According to Bellanca (2007) in alshatti (2012:12), Flowchart is useful for understanding topics involving sequences of instruction, where students can identify each instruction

In this research, Classroom Action Research (CAR) is the method that the researcher uses to overcome the writing problem faced by students in the class. The population of this research is the Eleventh grade student at in SMA 1 Tenggarang Bondowoso which consists of 30 students. The subjects are taken by using purposive sampling. It means that the researcher selects a sample based on the prior information, which provide the data the researcher needs. There are three classes in the Eleventh grade. In this case, the subjects is XI MIPA 3 based on the consideration that their writing ability need to improve. The instrument of this research is using writing test, field note and document as a tools to collect a data.

- a) In test, the students are asked to write a recount text in paragraph in 60 minutes, 150 words. There are three topic provided by the teacher. Hughes (2003:104). There are five aspects :content, organization, grammar, vocabulary, and mechanics.
- b) The observer used field notes to write down the activities during teaching and learning process in the classroom. The observer uses field note as a guideline while observing. The aspects which are observed in the field notes as follows : How the teacher implement Flowchart in teaching writing in the classroom. How the students' respond in writing a recount text which has been taught through Flowchart. How the improvement and the development of the students' test between the first meeting to the last meeting.
- c) Document provides students' writing recount text. This documents are from students' writing assignment starting from the first meeting to the third meeting in one cycle to know their improvement.

RESULTS

The findings of this research showed that almost students in class XI MIPA 3 had their score increased in each assessment given. Based on the field note in the first meeting to the last meeting. The students' responses from the first meeting to the last meeting were really improved. They were enthusiastic in receiving the material from the teacher through Flowchat technique. Although in the first meeting some of the students did not still understand with the teacher explanation. The teacher explained once more in the middle of the discussion section. The teacher reflected from the previous meeting and tried to be different and gave more attention then the second meeting, the students were more active in writing a recount text. They generate their ideas into a flowchart. And the students' development in writing Recount text improved. In other words, teaching writing by using flowchart Technique could improve students' writing Recount text.

After conducting two meetings implementing flowchart technique. The writing test was conducted to measure the students' achievement score in writing. There were 23 students of 30 students who got ≥ 75 and the rest got lower than it. From the score it was found that the average of the students who had achieved the mean score target was 76.5. Based on the field note, they were enthusiastic in receiving the material from the teacher through Flowchat technique. It means that it has achieved the target criteria of this research.

DISCUSSION

The first phase is linking the main topic into several sub topic or concept in a proper sequence. As state by Parks & Black (1993) in alshatti (2012:12) states that The Chart has a recognisable starting point, flow of concepts, and a clearly defined outcome. This phase can impact to the students in developing their ideas and arranging the subtopics and also avoid the certain nodes, because they forced to think and transformed their ideas into some boxes in a chart. *Nunan* (2003: 88) stated that writing is not only a physical but also mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about

how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

The second phase is developing the sub topic branches off to its sup-concepts that each box fully explains the concept underlying that part of the process, and then it move to another concept in the sequence. The students are able to decide the sub topics and concept that are related with the main topic. The students can identify the phases and procedures as concepts of the topic. flowchart also flexible so that the students can add more boxes to include additional. Decision maker's Flow Chart guides the students' decision-making process by indicating alternative solutions (Bellanca 2007 in alshatti, 2012:12). Flowchart indicated an appropriate technique. By having Flowchart Technique the students could possessing the potential to assist students organise 'what to do' and remember 'how to do' it. The chart is especially useful in presenting complex recipes. The students are able to translate the instructions and process the descriptions into easy to follow pictures or symbols to helps students to illustrate these dimensions of the process. Bandura (1986) that symbols, of which non-verbal signals are an example, enable the assimilation of external experiences and the environment into meaningful internal models. The models, in turn, serve as a basis for human actions. In addition, the ideas of the students in writing Recont text is totally developed by being taught through Flowchart Technique.

CONCLUSION

Flowchart can impact to the students in developing their ideas and arranging the subtopics and also avoid the certain nodes. Flowchart forced the student to think and transformed their ideas into some boxes in a chart. Developing the sub topic branches off to its sup-concepts that each box fully explains the concept underlying that part of the process, and then it move to another concept in the sequence. The chart is especially useful in presenting complex recipes. The students are able to translate the instructions and process the

descriptions into easy to follow pictures or symbols to help students to illustrate these dimensions of the process.

Thus, it is concluded that Flowchart Technique can improve the Eleventh grade students' writing ability to write recount text at SMAN1Tenggarang, Bondowoso in the 2016/ 2017 academic year by transformed their ideas into some boxes in a chart and identify the phases and procedures as concepts of the topic. It proved by students could achieve the criteria of success 75.

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