

IMPROVING THE TENTH GRADE STUDENTS' WRITING ABILITY BY USING MODELS TECHNIQUE AT SMA MUHAMMADIYAH 3 JEMBER IN 2016/2017 ACADEMIC YEAR

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ABSTRACT

Writing is one of the important skills in teaching English. However, many students have difficulties in writing a recount text. In this research, the problems is “how can Models Technique improve the tenth grade students’ writing ability on recount text at SMA Muhammadiyah 03 Jember in 2016/2017 academic year?” and the objective of this research referring to the research problem is to find out how Models Technique can improve the students’ writing ability. Based on the research problem and the relevant theory, the hypothesis of this research is described as the use of Models Technique can improve the tenth grade students’ writing ability at SMA Muhammadiyah 03 Jember in 2016/2017 academic year. The design of the research is classroom action research. The research subject is X IPA 5 consisting of 30 students. The data are collected using writing test and field note. In order to analyze the data students’ writing score, percentage formula is used. That implementation of Models Technique was displayed to the students in order to show them how the recount text particularly works. All of the students were active in teaching and learning activities, and they kept their attention to the models provided by the teacher because the teacher often asked questions to keep students’ attention and check their understanding. Those caused the result of this cycle achieved the criteria of success that 80% students got scored ≥ 75 . Based on the research result, it can be concluded that Models Technique is able to improve the students’ writing ability at SMA Muhammadiyah 03 Jember in 2016/2017 academic year. By having models technique in every meeting, the students can follow the model provided by the teacher in starting their own writing and rearranged their own ideas.

Keywords: Writing ability, Models Technique.

INTRODUCTION

Writing is one of the important skills to be mastered by the students. They use it to communicate each other, as means of ideas and emotional expression.

Writing is ability which is transferring and delivering every single individual's idea through a text. Writing is not a product of a written text. It is not a result of delivering your ideas into a written form. As Clark's opinion (2012), the researcher totally agrees when she stated that writing is a process. It is not a product. Writing is never one step action, it is an ongoing creative act (Oshima and Hogue, 2007). Writing is a complex task that requires a variety of skills. The writer must master the vocabulary, grammar, content, mechanic, and organization of the text to make a good text. Bashyal (2009) stated "A continuous practice and model writing by the teacher can help students to develop writing". It means that by practicing continuously can help developing students' writing. Hence, models technique is a technique which provides a model as an example to the students. By using the models, the students learn how to compose the sentence, from the main ideas, supporting ideas, and how to correlate them. As such, students also learn how to organize the paragraph by taking up the models as an guidance for them to start writing.

MATERIALS and METHOD

The seventh grade students should be able to write or produce recount text because it has a purpose to persuade the reader that there is something that certainly needs to get attention to know many issues, but when they have to produce their own recount text, they face many difficulties. It was found that most of students get difficulty in generating their ideas and organizing the text.

Based on the preliminary study on March 16, 2017, it was found that most of students get difficulty in generating their ideas and organizing the text. There were 93% from thirty students who are not able to compose a recount text well. And there were 7% who are able to compose it. As Raimes (1983:126) stated :

The models themselves encourage students to think that form comes first. They tend to see the organizational plan of the model as predetermined mold into which they pour their content. The model becomes not what he should do but only an example of what he could do.

Models become one technique that the researcher choose to improve students' writing ability in organization. Students are expected to feel more confidence and

able to organize the recount text correctly related to the generic structure in learning English writing by having a models technique as a good way to help them in improving their writing ability.

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 seventh grade students at SMA Muhammadiyah 3 Jember which consists of 30 students. The subjects are taken by using cluster random sampling. It means that the researcher selects a sample randomly. The instrument of this research is using writing test, field note and document as a tools to collect a data.

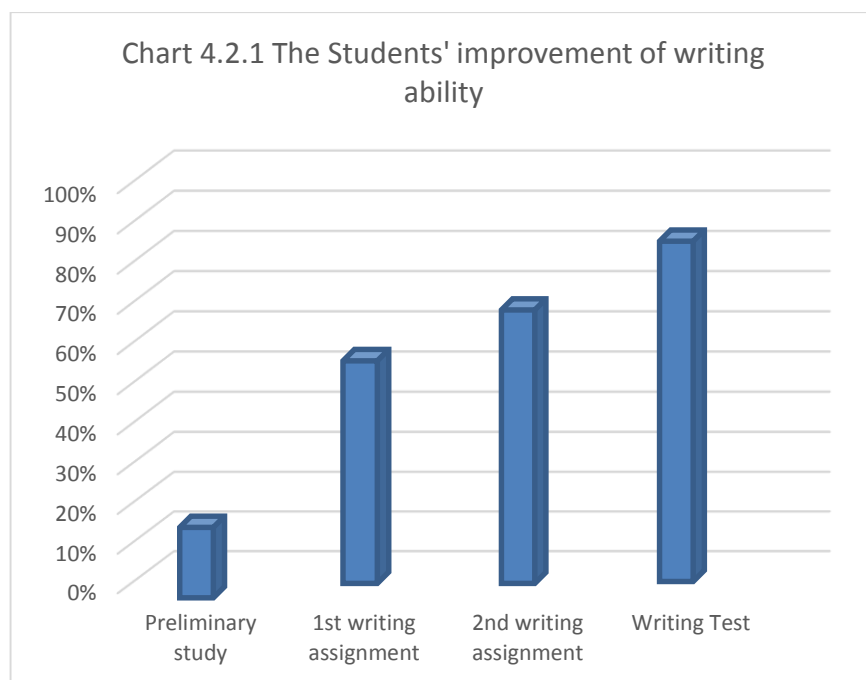
- a) In test, the students are asked to write a recount text in paragraph in 60 minutes, at least 150 words. There are three topic provided by the teacher. Hughes(2003:104). There are five aspects :content, organization, grammar, vocabulary, and mechanics.
- b) The observer used field notes to write 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 Models Technique in teaching writing in the classroom. How the students' responding writing recount text which has been taught through Models Technique. How the improvement and the development of the students' test between the first meeting to the last meeting.
- c) Document provides students' writing recount daft. 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 result of observation in this cycle, it was found that in the first meeting the students were not active in asking and answering the researcher's explanation because the researcher only demonstrating the model technique.

While in the second meeting, it was found that the students were more active in asking and answering, and they looked more interesting and easy in understanding the material by looking at the model. They were also able to make a recount text better than previously because they were provided model which helped the students to start their own writing by imitating the model. In the last meeting, the students could compose a recount text well based on its organization. They were also able to explain the content of each paragraph, the tenses used, and the generic structure of the text.

In line with the result of observation, there were also the result of the students' writing test (appendix 13). Based on the writing test, there were no students who were absent when the test given to the students. The number of the students was 30 students. It showed that there were 24 students of 30 students or 80% could achieve the target of the writing test result that was 75. It indicated that the action given in the cycle had been successful in achieving the target score of the writing test. From the students' writing assignment and their writing test, it was found that the percentage of the students' writing was higher than the preliminary test. Here is the chart of students' improvement as follows.



Based on the result of students' writing score from preliminary study to their writing test above, it showed that there was improvement to the students' writing test by using model technique. It had been explained above that the score of writing test were 80% students got ≥ 75 . It means that the target had already been achieved. Hence, the action was stopped in this cycle.

DISCUSSION

Having known about the problems and the difficulties of students have, we also have to know what strategy or technique which can be used to solve it. After finding the specific problems of the students which were stated in the background of this research, the researcher decided to use models technique as the best technique to improve students' writing. Annandale and Rourke (2013) stated that providing model in the beginning of learning process is important. It can develop the students' understanding of the process of writing, how to start to write, and become an example to be imitated by the students to make their own writing. In fact, after the students were provided models in the beginning of learning process, they were looked easy to get the point and understand how to begin to write their own writing. They were also easy in composing their own writing because the teacher provided model which could be imitated. It had been proved by asking the students some questions related to the model by the teacher, such as "Which paragraph is called orientation? Why? Show me who the writer is, what the text about, where it is, and when it happens! and etc", and they answered those questions correctly. They were also able to point out the sentence and answer the teacher's question by pointing the sentence in the text.

There are some steps to be done in implementing models technique. The clear implementation steps of teaching writing by using model had already explained in the chapter II based on New South Wales Department of Education and Training (2007). The researcher implemented model technique in this cycle which consists of three meetings. In the first meeting, the teacher only introduced and demonstrated the model. The topic was about "Holiday" (My Holiday in Bandung). The teacher chose the simple model at first because it was expected to help the students' understanding about recount text. There was also a small discussion about the model given by the teacher which aimed the students to be

able to present and explain what kind of text actually showed by the model. In this meeting, the students were passive without asking some questions to the teacher because they were only provided model which could be discussed in a group to know their understanding about recount text by presenting it in front of the class.

Otherwise, the second meeting was different with the first meeting. It happened because in the second meeting the teacher implemented model technique completely based on the steps which had been stated by New South Wales Department of Education and Training (2007), namely: introducing the type of text; displaying the model of selected writing, discussing the type of text given by the model, reading together and pointing out the typical feature text with giving some questions to the students, pointing out the grammatical structure also telling them how important it is, using different type of text to compare, asking questions to keep students' attention and to check their understanding, and providing opportunities for students to write their own writing. After passing through those steps, the students were looked very different than the first meeting. They were more active in asking and answering the teacher's explanation, more excited, and easy to compose their own writing by looking at the model (such as: What should be discussed in the orientation? Is the reorientation important? How if I have only two events?) and etc. As such, what had been stated by Raimes (1983) was true that by having the model, the students would get easy to write their own writing by imitating the model. In producing their own writing, the teacher guided them. The teacher guided the students by controlling the whole class and help them to make their own writing with a good organization and correct language use. While, in the last meeting it was used for their writing test. Before that, the students still got a learning process for 30 minutes. It was used by the teacher to remind them how to write a recount text with a good organization and correct language use. The teacher provided random paragraphs of recount text as model (see appendix 10), then the students were asked to arrange those random paragraphs in the right organization of recount text's generic structure.

CONCLUSION

Based on the result and discussion, the students' score of writing test showed that 80% of the students got ≥ 75 . It means that, the target or the criteria of success in this research had been achieved. The use of models technique could help the students improve their organization on writing recount text because the model is totally helpful and useful to develop students' organization on writing recount text. By having models technique in every meeting, the students can imitate or rearrange their ideas through the model provided by the teacher in starting their own writing. Therefore, students are easy to understand how the form and the organization of recount text produce by looking at the model given by the teacher. By knowing this, they can easily understand how to start their writing based on the generic structure.

In conclusion, it can be said that Models Technique can improve the tenth grade students' organization on recount text at SMA Muhammadiyah 3 Jember.

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