

IMPROVING EIGHT GRADE STUDENTS' WRITING SKILL THROUGH PAIR WORK AT SMP MUHAMMADIYAH 6 WULUHAN IN THE 2017/2018 ACADEMIC YEAR

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Abstract

This research aimed to know whether pair work technique can improve the eighth grade students' writing skill and active participation at SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic year or not. The type of this research was Classroom Action Research (CAR). This research was done in two cycles which consist of planning, implementing, observing, and reflecting in each cycle. The subject of this research was the students of eighth grade at SMP Muhammadiyah 6 Wuluhan that consist 26 students. The research instruments used were writing test and observation checklist of the students' active participation. Based on the research result in cycle 1, there was no improvement of students' writing test (57.70%) and active participation (57.69 %). Then, the researcher was continued to the cycle 2 by revising the lesson plan and modifying the teaching and learning activity, it was got the results that there was improvement of students' writing test (88.46%) and active participation (80.77 %). Therefore, it could be concluded that pair work technique can improve eighth grade students' writing skill and active participation at SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic year.

Key Words: Writing Skill, Pair Work, Active Participation

Introduction

Writing is one of the four language skill (listening, speaking, reading and writing). Writing taught after speaking, listening and reading. As one of the four language skills, writing is often considered as a difficult language skill by most of the EFL. It is supported by Oshima and Hogue (2007:3) who say that writing, particularly

academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a product. Writing activity has an important contribution to students. Writing is used for a wide variety of purposes it is produced in many different

forms. It could be seen in student daily activities when they need to write memos, letters, notes, and many others. Writing helps and measures the students' knowledge. First, it helps students reinforces the grammatical structure, idioms, and vocabulary. Second, they have a chance to be adventurous with the language in writing. The last, they learn how to express their idea in the right word and right sentence. Therefore, improving the students' writing skill is important for English Foreign Learner (EFL).

Based on curriculum (Kurikulum Tingkat Satuan Pendidikan), the teaching learning process is centered on the students, a teacher is a facilitator. Students are expected to be able to write some kind of genres of writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, news items, reviews, spoof, and anecdote. But in fact, it does not run well on students learning center, not all students are able to work in group or individually in the teaching learning process and write properly. Based on the preliminary study conducted at SMP Muhammadiyah 6 Wuluhan, there were some problems faced by the students in the teaching learning process. First, the teacher's teaching learning method: the English teacher used conventional method in teaching learning process. Teacher

explained the material first, after that asked the students to do the tasks. There were less interaction between teacher and students. Students were passive to ask questions and discuss a topic in writing during the teaching-learning process. Then, when they practiced to write the recount text, most of the students still got difficulty in generating ideas and beginning to write. The teacher helped them by giving them the example of the recount text. So, the students prefer to cite than work in pair or individually. Based on their product of writing recount text, it could be seen that the students were able to write recount text, but they did not able to organize and arrange the content in acceptable form. Some of them got difficulty to write using correct vocabulary, mechanics, and grammar. It proved by the students' average score of writing test in preliminary study. Working in group is a way to eliminate students' problem in learning process because they could help each other to solve problem. The researcher considers cooperative learning as effective way to help the students faced their problem in learning. The fact that most of students are reluctant to ask their teacher when they find difficulties in their learning process becomes the reason for using cooperative learning. Cooperative learning then offers many techniques to solve the students' problems.

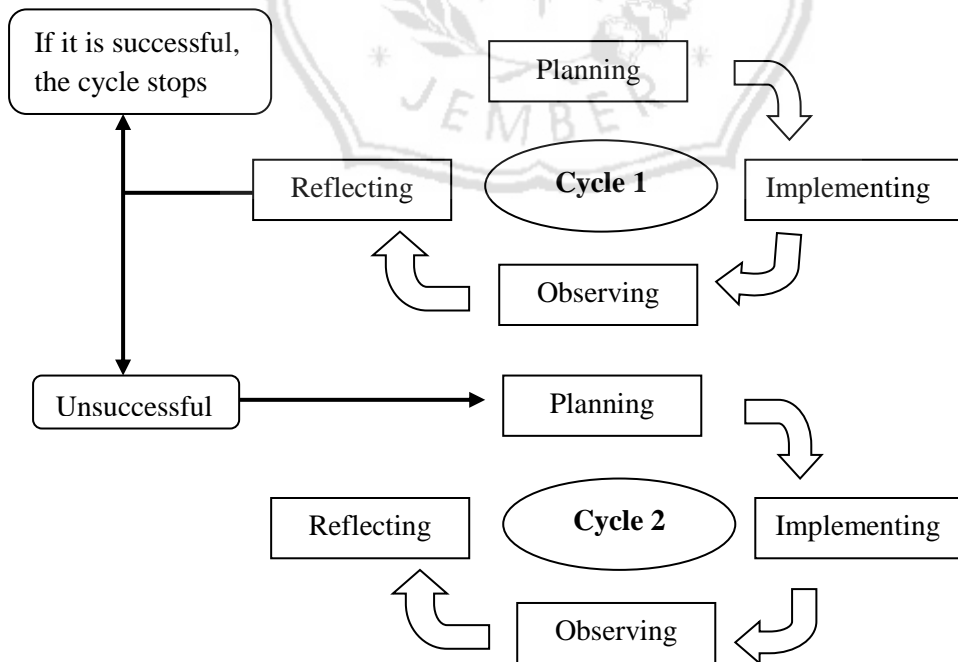
Pair work is one of the cooperative learning techniques which could be an effective way to teach writing and helped students to improve their writing skill and solve their problem. Pair work activities can involve not only brainstorming, but writing together and correcting one another's writings as well. However, the

Method

The type of the research used is Classroom Action Research (CAR). The aim of this research is to know of the improvement of eighth grade students' writing skill through of pair work technique. According to Arikunto (2013:130) classroom action research is a study of activities that are deliberately raised, and occur in a classroom. Further, classroom action research is basically a

use of pair work in writing classes seems quite limited. It tends to be limited to the beginning stages (brainstorming), or more commonly, to the final stages of writing. In this final stage, students review each other's written text and make suggestions on how it could be improved.

research conducted in the classroom and aims to handle the various problems occurring in the classroom. Based on the definition above, Classroom action research (CAR) is needed to improve the quality of the teaching and understanding the action in the teaching learning process. Arikunto (2013:137) states in classroom action research each cycle has four steps, they are planning, acting, observing, and reflecting.



The planning stage is where the researcher prepares the lesson plan and the

instructional material. The second stage is implementing of the action. The researcher

implements or conducts the plan in teaching learning process. The next stage is observing. The researcher analyze identified in observing stage. Observing is done

during teaching and learning process. Finally, reflecting is last activity to identify the data based on the problem.

Result and Discussion

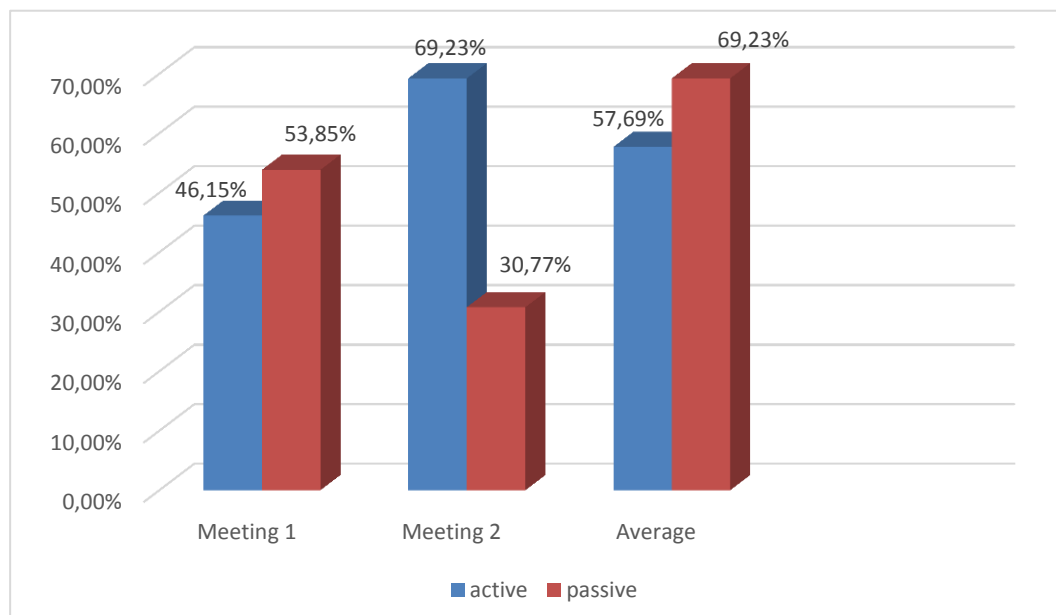
There were three meetings in cycle 1. The first meeting was held on May 23, 2018 at 09.20-10.40, the second meeting was held on May 25, 2018 at 09.15-10.35. and the last meeting was held on May 26, 2018 at 09.20-10.40. In the first and second meetings the researcher focused to give the recount text by using pair work technique and for the last meeting was given for the

writing test. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. Because the result of the cycle 1 did not fulfill the criteria of success, so it was needed to continue to the next cycle and it's the result of writing test and observation checklist in cycle 1:

Table 4.3 The Results of Writing Test in Cycle 1

The Total Number of Students	The Total of Students Achievement	
	≤75	≥75
26	11	15
Average	42,30%	57,70%

Figure 4.3 The Average of Observation Checklist in Cycle 1



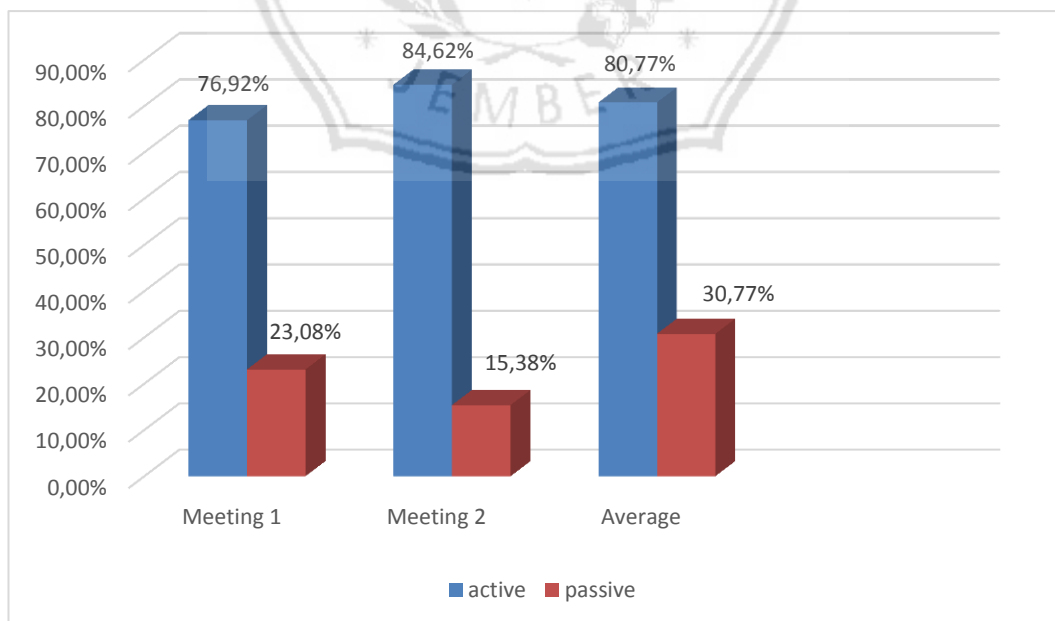
Then in cycle 2, the activities of teaching and learning process were revised. This action of the second cycle was conducted in three meetings, the first meeting was held on May 28, 2018 at 09.15-10.35 and the second meeting was held on May 30, 2018 09.15-10.35. and the

last meeting writing test was given on May 31, 2018 at 09.20-10.40 in cycle two. Every meeting covered four stages of activities namely planning, implementing, observing and the last was reflecting. So, this is the result of writing test and observation checklist ini cycle 2:

Table 4.3 The Results of Writing Test in Cycle 2

The Total Number of Students	The Total of Students Achievement	
	≤ 75	≥ 75
26	3	23
Average	11,54%	88,46%

Figure 4.3 The Average of Observation Checklist for Cycle



Based on the description in each cycle of the research, it was got the

percentage of the students' participation and writing test result in each cycle. Based

on the calculation of the writing test cycle 1, it was known that 57.70% of the students got score more than 70. The percentage average of active students was 57.69 %. In cycle 2, it was got 88.49% of the students got score more than 70. And for percentage average of active students was 80.77 %. The result of cycle two show that pair work technique gives chance for the students more active in teaching and learning process. The students cooperate with the teacher and almost of students active in teaching learning process. Topping (2001:165) defines that paired writing as a structured system for effective learning in writing. Since the paired or group approach is potentially a viable alternative which addresses some of the concerns surrounding the more traditional approaches, the purpose of this study is to investigate how learners working together perform in a writing task. As a result, the present study aimed to investigate whether collaboration between members of a pair helps them to write more fluent texts through interacting, giving and receiving feedback from each other. Similarly, the

Conclusion

From this research, based on the writing test result, it can be concluded that pair work technique can improve the eighth grade students writing skill by doing writing exercise in pair work technique, the students writing skill can be improved. Pair

current study also tried to examine the influence of collaboration and pair working for duration of seven sessions to compare the degree of improvement in the writing fluency of text written individually or in pairs. Not only improve writing skill students but also improve students' active participation, it is supported by Biria (2013:165) said that pair work is one of collaborative learning that as a system of concrete teaching and learning techniques underlying the communicative language teaching emphasizes active interaction between students with different skills and background knowledge. Collaborative learning is a situation in which two or more people interact with each other to trigger learning mechanisms and also collaborative learning focusing the active role of students in the class. The action hypothesis that pair work technique can improve eighth grade students' writing skill and improve the activeness student's participation at SMP Muhammadiyah 6 Wuluhan in the 2017/2018 academic year by working together in pair and writing recount text in the form.

work technique helps them to generate ideas and start writing easily and the observation checklist of students' active participation, it can be concluded that pair work technique can improve the eighth grade students' active participation at SMP

Muhammadiyah 6 Wuluhan in the 2017/2018 academic year.

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