



PENERBITAN ARTIKEL ILMIAH MAHASISWA Universitas Muhammadiyah Ponorogo

IMPROVING STUDENTS' WRITING SKILL BY USING STIRRED WORD AND SENTENCES

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Abstract

Stirred Word and Sentences is a strategy that used to improve students' writing skill for eighth grade students of MTs. Ma'arif Sukosari. The purpose of this research was to find out how the improvement of students' writing skill by using Stirred Word and Sentences for the eighth grade students of MTs. Ma'arif Sukosari in academic year 2017/2018. The subject of this research was students of the eighth grade class VIII B in MTs. Ma'arif Sukosari which consisted of 15 students. This research was conducted Classroom Action Research (CAR) that consisted of two cycles, in each cycle consisted of two meetings and four stages, there were: planning, acting, observing and reflecting. The researcher used three instruments in this research, there were: Observation Checklist, Questionnaire and Test. Based on the result of this research, the implementation of Stirred Word and Sentences could improve students' writing skill at the eighth grade students of MTs. Ma'arif Sukosari in academic year 2017/2018. It was seen from the result of Observation Checklist was 55 % in cycle I up to 85 % in cycle II, it meant the students was active. The questionnaire's result showed that the students were interested in this method. It can be seen from total of questionnaire I was 66.7 % and the questionnaire II was 91.1 %. The students' percentage who reached minimum standard of passing grade in cycle I was 53.3 % and in cycle II was 100 %, it meant this research was successful.

Keywords: Writing, Writing Skill, Stirred Word and Sentences

Abstrak

Stirred Word and Sentences adalah strategi digunakan untuk meningkatkan kemampuan menulis siswa pada siswa kelas VIII di MTs. Ma'arif Sukosari. Tujuan dari penelitian ini adalah untuk mencari tahu bagaimana peningkatan kemampuan menulis siswa dengan menggunakan strategi Stirred Word and Sentences pada siswa kelas VIII di MTs. Ma'arif Sukosari tahun ajaran 2017/2018. Subjek penelitian ini adalah siswa kelas VIII B di MTs. Ma'arif Sukosari yang berjumlah 15 siswa. Penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus, dalam setiap siklus terdiri dari dua kali pertemuan dan empat tahap kegiatan, yaitu: perencanaan, tindakan, observasi dan refleksi. Peneliti menggunakan tiga instrumen, yaitu: Pengamatan, Kuesioner dan Tes. Berdasarkan hasil penelitian ini, penerapan strategi Stirred Word and Sentences dapat meningkatkan kemampuan menulis siswa kelas VIII di MTs. Ma'arif Sukosari tahun pelajaran 2017/2018. Hal ini dapat diketahui dari hasil Pengamatan yaitu 55 % di siklus I dan 85 % di siklus II, itu berarti bahwa siswa aktif di dalam kelas pada siklus II. Hasil dari kuesioner menunjukkan bahwa siswa tertarik dengan metode ini (Stirred Word and Sentences). Itu dapat diketahui melalui hasil dari kuesioner I yaitu 66.7 % menjadi 91.1 % pada kuesioner II. Persentase siswa yang mendapat nilai di atas KKM pada siklus I yaitu 53.3 % dan pada siklus II yaitu 100 %, ini berarti penelitian ini berhasil.

Kata Kunci: Menulis, Kemampuan Menulis, Stirred Word and Sentences

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INTRODUCTION

English is one of the international languages. Language was used by many people to communicate with other people. According to Javed Javed, Juan and Saima Nazli (2013: 130) (as cited in Carney (1990) stated that “language as a set of a few specified vocal symbols that help the human being communicate with others”.

There are four basic skills in English they are writing, reading, speaking and listening. Writing is one of the important skills in English. “Writing is one of the basic skills of the English language. It is generally considered one of the most difficult that other skills for foreign language” (Javed, Juan and Saima Nazli (2013 p. 130) (as cited in Johnstone, Ashbaugh & Warfield (2002).

According to Troia (2009: 1) “writing is an essential part of schooling in all subject matter areas, as it gives students opportunity to synthesize”. Furthermore, Brown (2001: 336) identifies “writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization”.

Furthermore, Heaton (1975: 127) stated that “writing is a task which involves students to make grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writers' ideas on a certain topic. The statement shows that the main purpose writing is to express ideas,

thoughts, and writing clearly in a written language. From the definition above the writer can conclude that by using writing, we can share our idea, feeling or anything that exist in our mind. Writing is one way of making meaning experience”.

“Writing like any other skill, has its mechanical components: include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts” (Harmer, 2004 p. 44).

The purpose of writing are “express the feelings and thoughts from the writer to the reader, entertain the reader with something funny, inform the reader about some ideas, issues, or events also persuade the reader to believe or do something by evaluating a person, product, service, or a piece of literature, film or art, to explain what something is, how it happened, or why it happened” (Reid, 1994 p. 66).

According to Grenville (2001: 1-2), “the purpose of writing are: a. To entertain (The reader can be entertained by something very serious, even sad, as well as by something funny. Writing to entertain generally takes the form of so-called ‘imaginative writing’ or ‘creative writing’ Examples of imaginative writing are novels, stories, poems, song, lyrics, plays and screenplays). b. To inform (Writing to inform is mean that writing give the information to the reader. Examples of writing to inform are newspapers, articles, scientific or business reports, instructions or

procedures and essays for school and university). c. To persuade (This includes advertisement, some newspapers and magazine articles and some types of essay. This type of writing might include people opinion, but as part of logical case backed up with evidence, rather than just as an expression of people feelings)".

According to Alves (2008: 6-11) (as cited in Hedge (2005), "the process of writing are: 1) Generating ideas, 2) Focusing, structuring and writing the first draft, 3) Revising and redrafting/editing".

"Stirred Word and Sentences" is one of strategy that can be used in teaching writing skill. This strategy was adapted from "Jumbled Word or Sentences" and "Arranging Word and Sentences". So "Stirred Word and Sentences" was improvement from other strategy that was "Jumbled Word or Sentences" and "Arranging Word and Sentences". In this strategy the teacher make some word / sentences in some pieces of carton and the word / sentences are "stirred" / random. For the example, "School" = hoSclo. And then, teacher asks to the students to arrange the word and make a sentence from that word.

Bungsudi and Faliyanti (2016: 212) stated that "jumble words technique is one of puzzle game technique that divides a sentence to be some words or phrases randomly while students are asked to

arrange the words to bring the sentence back". Bungsudi and Faliyanti (2016: 212) also cited from Mulyati (2007) defines that "jumble word is borrowed from the English language which means the act, fight, and struggle. This word is used for a kind of word game, where the game is to arrange the letters that have been randomized into an appropriate sentence". Whereas Fatmawati (2009) defines that "the jumble word is a learning game in groups by matching question cards with answer cards that have been provided in according with the exercise".

The procedures of "Stirred Word and Sentences" are:

- 1) Make a group consist of 3 – 5.
- 2) Ask the members in group to arrange the letter or word that stirred after the teacher give a command.
- 3) The command can be written in the white board or orally.
- 4) Write the answers in answers sheet.

The materials needed:

- 1) Card from manila paper or HVS 7x10 or according to the needs
- 2) Board marker to write the letter, word or sentences that stirred in the paper.

The benefits of "Stirred Word and Sentences" was:

- 1) The students know the word and arrange the sentences correctly

- 2) The students can be enrich the vocabulary
- 3) Interesting to play so the study enjoy in learning writing
- 4) Cooperative learning because the students need communication and cooperation with other people in group

RESEARCH METHODOLOGY

In education world, people knew about kinds of research. The research was qualitative, quantitative, experimental and classroom action research. In this era, classroom action research becomes popular in education. According to Karwati and Priansa (2015: 291) (as cited in Kemmis and McTaggart (1998)) “action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the nationality and justice of (a) theirs on social or education practices, (b) their understanding of these practices and (c) the situations in which practices are carried out”. “Action research is activities that consist of four steps that are planning, action, observation and reflection” Kunandar (2008: 42) (as cited in Kurt Lewin).

Kunandar (2008: 70) (as cited in Kemmis and McTaggart (1998)), “classroom action research conducted by dynamic process and complementary that consisted of four essential “momentum”, there are: 1) Planning, is activity to plan /

prepare the action before teaching in the classroom and when teaching and learning in the classroom. 2) Acting, is activity in the classroom during teaching and learning process that based on planning. 3) Observing, is activity to observe and monitor the students in learning process. Observing in classroom action research is collecting data activity and that is process of teaching and learning. 4) Reflecting, is activity to remember and to reflect something that written in observation. In reflecting, the researcher tries to understanding the process, problems and obstacles in action strategies”.

Some advantages of classroom action research, according to Kunandar (2008: 67), there are: “Classroom action research to repair and improve the quality of teaching learning process. Classroom action research as teacher’s media for thinking critically and systematically. Classroom action research makes the teachers doing activities that have academic and scientific value. Classroom action research makes the teacher innovative and creative”.

This research was conducted in MTs Ma’arif Sukosari Ponorogo. This school was located at Jl. Raya Danyang No. 66 Sukosari, Babadan Ponorogo and the subject of the study is the students of the eighth grade in the academic year 2017/2018.

The problems that found in this research was: The students are less of vocabulary, the students rarely reading

books so the student's vocabulary limited. The students are not mastery in grammatical, some of the students know some tenses. The students are less of practice in writing, some of the students no mastery of conventions, dominated by errors of spelling, punctuation, capitalization.

In this research, the researcher determined the criteria of success were:

- 1) Affective: Students will be enjoy, active during the learning process and give positive response toward to the implementation "Stirred Word and Sentences" in learning writing. The percentage of this success is 75 %.
- 2) Psychomotor: Students was actively involved in their team during learning process and interested in learning writing using "Stirred Word and Sentence" strategy. The percentage of this success is 75 %.
- 3) Cognitive: The largest measure of the implementation learning writing process with "Stirred Word and Sentences" strategy at eighth grade students of MTs. Ma'arif Sukosari Ponorogo is 75 %. This is determined by analyzing the data obtained from the test in each cycle. The minimum basic standard is 75.

The research instruments that used by the researcher was: 1) Observation Checklist (in this research, the researcher

collects the data using the observation checklist to know about the progress of learning process of the students). 2) Questionnaire (the researcher gives questionnaire that arranged by the researcher to the students to know about the students' interest in learning English and to know student's opinion about the implementation "Stirred Word and Sentences" strategy in learning writing). 3) Test (is most important instrument because the test is used to know there is any progress or not of learning process by using the method). According to Arikunto (2013: 193), "the test is some questions or exercise to measure the intelligence, ability and knowledge of individual or group".

Researcher was used 2 tests which is the first in the last learning cycle 1 and then the second in the last learning cycle 2. The researcher conducted writing test in this research to know the improvement of the students using "Stirred Word and Sentences" strategy in student's learning English writing.

The type of the test was writing, the students arranged the word or sentences also made a functional text (invitation and greeting card) from that word. And every cycle, the researcher gave the themes and the students made functional text (invitation and greeting card) from the themes.

FINDING AND DISCUSSION

The research was conducted on August 2017. It was carried out in MTs. Ma'arif Ponorogo. It was consisted of two cycles and it was conducted in four meetings. The subject of the research was the eighth grade students that consisted of 15 students.

The result of Achievement aspect

No	Aspect	Cycle 1	Cycle 2
1	Observation	55 %	85 %
2	Questionnaire	66.7 %	91.1 %
3	Test	53.3 %	100 %

Based on the result of observation in the cycle I, the total score of the observation was 55 %. The students were not good in teaching learning process. Students were sometimes afraid to ask questions about the material already given. They were embarrassed and still confused about the material.

In cycle II, the result of observation was 85 %. Students were not shy to asked questions and answered questions. They were active in asking questions and focusing on the lessons that have been given. Many of them were happy and interested in the methods given in learning writing.

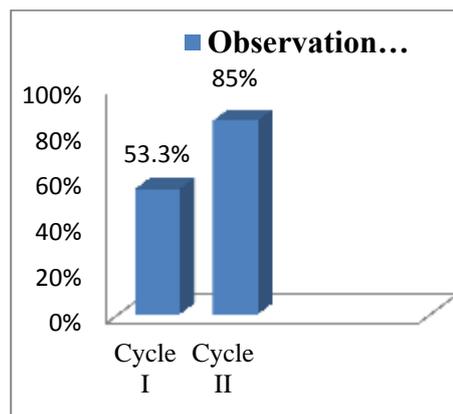


Chart 1
The chart of the development observation checklist in cycle I and cycle II

Based on the result of questionnaire in the cycle I, the total score of the observation was 66.7 %. The students were not known about the strategy, feel difficult in learning process by used the strategy.

In cycle II, the result of questionnaire was 91.1 %. Students were understood and interested in the methods that given by the students also motivated in learning writing.

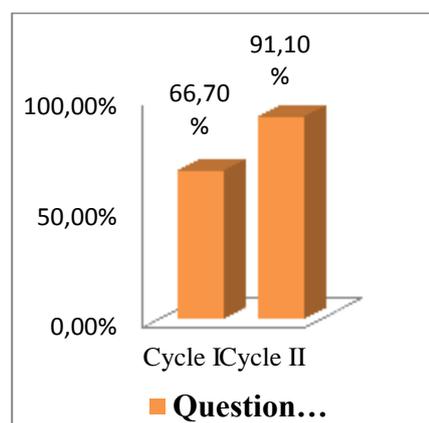


Chart 2
The chart of the development questionnaire in cycle I and cycle II

The result of the test in cycle I was less satisfactory, that was 53.3 %. It did not reach the minimum standard of passing

grade that was 75. In the cycle I, there were 7 students failed and 8 students passed in the test. In cycle II, all of students passed the test.

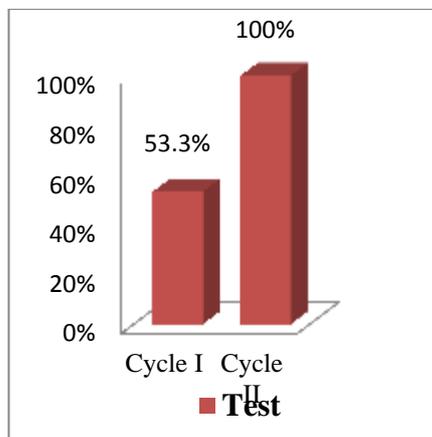


Chart 3

The chart of the development test in cycle I and cycle II

From the result the data of all instruments above, the researcher can be concluded that teaching writing by using “Stirred Word and Sentences” to improve students’ writing skill at the eighth students of MTs. Ma’arif Sukosari academic year 2017/2018 was successful.

CONCLUSION

Teaching writing by using “Stirred Word and Sentences was interested and enjoyed the students, it made the students active during teaching and learning process. There was a new strategy for the students that understood the English, especially in writing “invitation and greeting cards”.

In learning process in the first cycle, the students not active, not pay attention, felt difficult to do the strategy and not achieved

the criteria of success in the test. But in the second cycle the students were active, motivated and interested in learning English using the strategy and the result of the test was better than first cycle.

There was improvement from cycle I until cycle II. At the beginning of process (cycle I) only 53.3 % the students got score above 75 and in the final test (cycle II), all of the students got the score more than 75. It meant there was any improvement of the students’ writing skill by using “Stirred Word and Sentences” at the eighth grade students of MTs. Ma’arif Sukosari in academic year 2017/2018.

Based on the result of this research about the use of Stirred Word and Sentences to improve students’ writing skill, the researcher gave the suggestions, there were: 1) for the teacher, the teacher should give the motivation the students to ask when they get the problems in teaching and learning process, the teacher should have many ideas to implement the lesson in order to improve the students’ skill, this research shows that “Stirred Word and Sentences” can be one alternative strategy to improve students’ English skills, especially in writing. 2) for the students, the students should practice their writing, they can write all the things that they do or all the things or new vocabulary to enrich their vocabulary and to increase their writing skill, the students

should try to read more and more to improve their vocabulary in writing. 3) for the next researcher, this research can be a reference for those who would like to continue this research or conduct a research in the same case, the next researcher should develop this strategy to get better result in English teaching and learning process.

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