

Improving Writing Skill Using Chain Sentences on the First Semester Students' at Universitas Bhinneka PGRI Tulungagung

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ABSTRACT

English learner has to master four skills namely listening, speaking, reading and writing. Writing is considered as the important skill in linguistic. The students write the idea based on their mind in the written form. The students of the first semester have many difficulties in writing English. They do not know the pattern of the sentence properly. They do not master vocabulary and grammar. The important thing is English grammar which is very hard to be mastered by the students. The teacher should apply the appropriate method in conducting teaching and learning process in writing skill. Chain Sentences learning model is also a learning model that can be used Lecturer to change the atmosphere of learning in the classroom with more fun, so that students feel more interested. Because in this Chain Sentences learning model, this activity should be done in groups where when the first person has listened to the lecturers' sentence then, make a sentence from the last word of the first sentence becomes the first word of the second sentence, as well as the second student and so on. Based on the students' score on preliminary study, it is shown that the students' writing needed improvement caused their scores were low. There were 59,52% of 25 students who passed the writing test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' writing before the implementation of the strategy is quite weak. To improve the students' writing, the researcher did this classroom action research. From first cycle, it is known that amount of the students who passed the vocabulary test increased. The result of the study on this cycle was 36 students passed the writing test. 82.71% of the students were successful and it had achieved the criteria of success. It means that the students' writing skill improved after the strategy.

Key Words: writing skill, Chain Sentences

INTRODUCTION

Writing is the one importing skill in language to be mastered. According to citravelu et al, (2005: 136), Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. The students do writing in order to inform, explain and entertain. Sometimes, the students feel hard to write their idea. According to Cohen and Riel, (1989:15) define writing as a communicative act, a way of sharing information, observation, thoughts or ideas with ourselves and others

In Indonesia, English is considered a foreign language because it is learned after the first language has been acquired. As a result, in the process of learning English, students usually face many problems that can be found in the form of mistakes they make. The error arises because the system differs between the native language of the student and the foreign language they are learning. It is realized that each language has its own system that is different from each other, so it is possible for students to make mistakes and find difficulties in learning a foreign language which is English.

During the preliminary study, the researcher found that the students of the first semester students got difficulties in learning writing. The students face difficulties in memorizing new vocabulary, and difficulty to write those words in correct spelling. They were hard to listen a new word and then memorize some vocabularies that have taught in previous meeting. The researcher found that the teaching and learning writing strategy was not innovative. The students were not interested in learning writing. They have not understood about importance of learning writing in English. The teaching and learning process was bored. The teacher gives less motivation to students, so they didn't have motivation to learn writing in English. Then, it became a big problem in learning to use English

Based on the problems found above, the teacher should be able to decide a good strategy and appropriate method in teaching and learning process on writing skill. The method should be suited with the situation of class. The lecturer must try to raise the students' attention and motivation in teaching and learning process, the lecturer should guide the students to learn the target language using good and meaningful writing using Chain Sentences.

REVIEW OF THE RELATED LITERATURE

Definition of Writing

According to Chittravelu et al. (2005:136), writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. Writing can be done by human being to express their idea in the written form. It includes message, symbol which is useful to communicate or giving interaction.

Writing is According to Harmer (2004:31), writing as one of the four skills of writing, speaking, reading, and writing. We know that writing is English skill that must be mastered by the student. We can express our ideas by using writing. So with writing the students can learn. In this writing section consist of definition of writing characteristics of writing as a language skill, aims of writing types of writing, teaching writing and testing writing. Fachrurrazy (1993:39) states that there are five purposes of writing, i.e. : writing in order to learn, writing in order to convey emotion or feeling, writing in order to inform, writing in order to convince or persuade, and writing in order to entertain.

Chittravelu (1995: 136) states that we use writing in our daily lives for a number of reasons: to get things done; to inform; to persuade; to maintain relationships; to document occurrences, events; and to record feelings, experiences, observation, etc.

Based on the explanation above, the researcher concludes writing is very important to be mastered by the students of junior high school.

The Types of Writing

According to Brown (2004:221) there are two categories.

1. Personal writing

It is usually informal and less structured , and private. For example: notes, diaries, letters etc.

2. Transactional writing

It is well organized and pays attention to the information or message to be conveyed, as its main purpose is communication.

3. Creative writing is for self expression or leisure. The writer would usually be keen on the language.

According to Brown (2004:221) there are two categories of writing skills. They are micro and macro skills.

a. Micro skills

- 1) Produce graphemes and orthographic pattern of English
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical systems (e.g., tense, agreement, plural), patterns, and rule
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse.

b. Macro skills

- 1) The rhetorical forms and convention of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between culturally specific references in the context of the written text.
- 5) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using paragraphs and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Chain Sentences

This is good for students who have learned sentences. This procedure game are the students mention sentences. The last word of the first sentence becomes the first word of the second sentence. For example: "I love basket ball." "The basket ball game is in the William Arena." "William Arena is next to TCF Bank stadium." TCF Bank Stadium was build by TCF bank and the Indian Tribes." You can continue the game as long as you and your students like.

To ensure that students get more opportunities to produce sentences, you can assign them to play the game in groups. You just need to practice the first game for the whole class to let the students experience the game for the first time. (Romah, 2013)

RESEARCH METHOD

Research Design

The design of this research is a classroom action research with cycle model since this research is planned to improve the students' writing skill at the first semester through Chain Sentences with clue from alphabet card. Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of those practices and the situations in which the practices are carried out (Carr and Kemmis 1988: 5-6 in Smith, 2007).

Action research puts ideas into practice for the purpose of self-improvement and increasing knowledge about curriculum, teaching, and learning. The ultimate result is improvement in what happens in the classroom and school (Kemmis & McTaggart, 1982). The function of an action research is basically as a tool for improving the quality and efficiency of the application of educational activity. In short, a classroom action research is intended to solve a problem in the classroom.

Applying the principle of an action research design, this study involves the spiral of planning, acting, observing and reflecting. The actions will be continued to the next cycle if the result is not achieved the standard score based on the criteria of success. The researcher takes the model of an action research proposed by Kemmis and Targert in which each cycle consists of four steps. Those four main steps are preceded by preliminary study. Waters – Adams (2004) states, “ For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice (reconnaissance) before you are ready to plan and implement a change”.

This study is conducted at the first semester students of Universitas Bhinneka PGRI in the academic year of 2021/2022. There are 42 students in the class. They are 15 boys and 27 girls.

In this session, the researcher describes preliminary study, planning, implementing, observing, reflecting and data analysis. Planning consist of preparation of the strategy, preparation of the lesson plan, research instruments and criteria of success.

RESEARCH FINDINGS AND DISCUSSION

Based on the result of the students’ score from the preliminary study, the first cycle and the second cycle, there was significant development of the success. It could be seen from the diagram as follows;

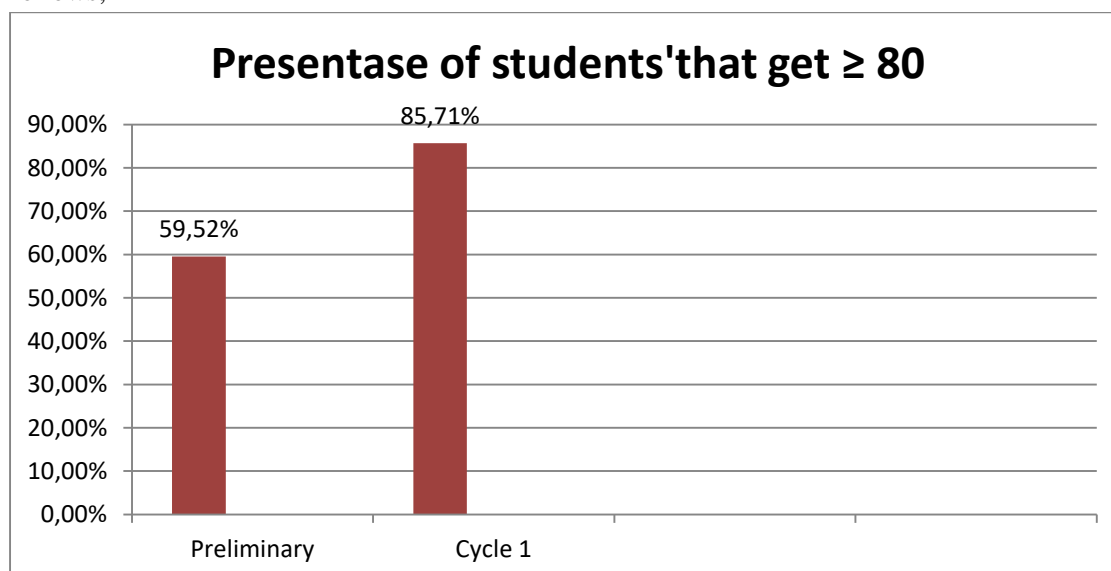


Figure 1. the percentage of success on preliminary study and first cycle

From Figure 1., it was clear there was improvement the students’ vocabulary mastery from preliminary study to the first cycle. On preliminary study, only 25 students passed the test. It meant just 59,52% from 42 students had writing skill. Then on the first cycle, 36 students were successful on

writing test. 85.71% of all students could pass and 14.29% (6 students) were failed. According to the criterion as stated in the chapter III, it could be concluded that the first cycle was successful since the result is better than on the pre-test. Thus, the class could be said to have success in learning the material presented.

CONCLUSION AND SUGGESTION

Conclusion

Based on the students' score on preliminary study, it is shown that the students' writing needed improvement caused their scores were low. There were 59,52% of 42 students who passed the writing test. The success of this class was less than 80%. The result could not achieve the criteria of success. It means that the students' writing skill before the implementation of the strategy is quite weak. To improve the students' writing, the researcher did this classroom action research.

From first cycle, it is known that amount of the students who passed the writing test increased. The result of the study on this cycle was 18 students passed the vocabulary test. 85.71% of the students were successful and it had achieved the criteria of success. It means that the students' writing skill improved after the strategy.

After implementing Chain Sentences to improve students' writing skill in the first semester students of Universitas Bhinneka PGRI, the researcher can conclude:

1. It is necessary to introduce Chain Sentences technique to the students before guiding them to implement it in the classroom, so that the students can understand the procedure that will be implemented through Chain Sentences. The rules of the method have to explain carefully and clearly.
2. It is important to the teacher give a chance to the students to express their idea before the presents their result because it may help to improve their writing skill and idea that will be presented. It can be showed when the students work together.
3. The lecturer should guide students, observe, and monitor the students' activities during the implemented of Chain Sentences, and help them if they are having difficulties.

Suggestion

The suggestion for the students by using Chain Sentences, the students can know much writing skill and its spelling and it makes students more active in teaching and learning process especially to improve their writing. The students can motivate themselves to be more active in joining the English class to improve their English achievement, especially in writing skill.

Realizing that implementation of Chain Sentences was successful as an alternative way that can improve the first semester students' writing skill of Universitas Bhinneka PGRI in the academic year 2021/2022, the researcher suggested that English lecturer should use Chain Sentences as alternative way in teaching writing skill.

The researcher hopes that the study will be useful for the future researcher as the reference to make a further research. It is also advisable for them to use other method in their study for enriching the technique that can be used for improving the students' writing skill.

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