

ENHANCING THE STUDENTS' IN MASTERING WRITING ABILITY THROUGH CASE BASED METHOD

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ABSTRACT

The title of this research is **Enhancing the Students' in Mastering Writing Ability Through Case Based Method (A Collaborative Classroom Action Research to the second year students of SMAN 2 Bireuen)**. The researcher found some problems of the research : First, How does Case Based Method enhance the students' writing ability at the second year students of SMAN 2 Bireuen?. The second, How do the students' response when teacher implemented Case Based Method used in teaching writing to the second year of SMAN 2 Bireuen?. The purposes of the research: First, To find out the use of Case Based Method enhanced the students of SMAN 2 Bireuen in writing ability. Second, To find out the students' response toward the teacher implementing Case Based Method in teaching writing to the second year students of SMAN 2 Bireuen. The methodology used in this research is a collaborative Classroom Action Research. The instruments used in this research were: test, observation, questionnaire and field notes. Both qualitative and quantitative were combined in this research. Instruments used for qualitative research methodology were observation sheet for the teacher, observation sheet for the students, questionnaire and filed notes. Instruments used for quantitative was test. The result of this research show that Case Based Method was success in enhancing the students' writing ability, it is proved by mean score of the students test in the first cycle was 65.25% while the mean score of the students in cycle 2 was 78.6%. Furthermore, the mean score of the students response toward the implementation of Case Based Method was categorized strongly agree, it proved that the students had positive response toward the implementation of Case Based Method. The mean score of the teacher's performance in the first cycle was 62,5% , while in the second cycle was 86,87%. The students were actively involved in teaching and learning process in the first cycle was 67,5% and in the second cycle was 86,25%. In conclusion, Case Based Method has successfully improved the students' writing ability and the students had positive response toward the implementation of the Method.

Key Words: Writing Ability, Case Based Method

INTRODUCTION

Writing is a communication activity that used language as a medium. Its form is in form of writing consisting of a series of meaningful letters with all the completeness, such as spelling and punctuation. The discussion this time is not only about writing. Writing skill is a motor skill that could be developed with other activities to support success in writing, such as when playing while writing whatever they did. The success of writing is to use symbols from a language understood by both writers and readers who used the same language. Because writing is a process to produce a literary work whose source came from the mind. So, this activity is not an activity that is carried out haphazardly. Must be in accordance with the rules and regulations that apply to the material.

Writing aims to provide information about something, either in facts, events, opinions, views, or data to the reader. So that the reader could get new insight and knowledge from the writing. This activity could also help generate new ideas, train the ability to build ideas, train an objective attitude towards others, help themselves to solve problems and encourage someone to be more active in seeking information.

Based on the curriculum at SMAN 2 Bireuen that is namely the curriculum 2013, the second year students of SMAN 2 Bireuen should be able to write such as descriptive text, narrative text, recount text, procedure text, argumentative text and etc by using grammar accurately and correctly. In fact, many students at SMAN 2 Bireuen couldn't fulfill the demand of the curriculum and the students have some problems in learning writing in the classroom.

Based on the observation that the researcher has done in SMAN 2 Bireuen, the researcher found the problems with the students learning. First, the students have difficulty developing their main ideas in writing such as pros and cons based on the case in a good text. Secondly, they still lack of grammar. Third, students are less motivated in learning writing. Another factor of the problems by the teacher in teaching writing activities is that the teacher asked the students to write sentences or paragraphs without being given some clues so that it is difficult for students to write. The teacher were still used the conventional method in teaching writing and was still centered in the learning process.

The third was conducted by [1] under the title "*The Influence Of Using Case Based Method Towards Students' Speaking Ability At The First Semester Of The Eleventh Grade Of Sma Yp Unila Bandar Lampung In The Academic Year Of 2020/2021*". Based on this research finding, the research showed that Case Based Method success and gave an enthusiastic situation and students became more active in discussing and practicing in front of the class. So, the Case Based method success in improving students' speaking ability.

Writing is one of the language skills besides speaking, listening, and reading that can be the way of people to explore and to communicate to each other with express their feeling and their thinking. According to [2] writing is one of the language skills which is important in our life. Moreover, [3] writing is itself a relatively disciplined activity and while discussing and working with peers is important, so are the times to individually reflect on work and independently complete a task. Writing is a good support for the other three skills. As the basic level, writing is an act of committing words or ideas to some medium.

According to [4], there are four main steps in the writing process: pre-writing, planning, writing and revising draft and writing final copy to hand it.

Pre-writing. Pre-writing is the first stage in writing process. There are two steps namely choosing and narrowing a topic and brainstorming. Planning (Outlining) It organize the ideas the learner generated by brainstorming into a outline. There are three steps on planning that is; making sublist, writing the topic sentence, and outlining Writing and Revising Draft In this stage, a writer does three steps: writing the first rough draft, content and organization, and proofreading the second draft. Writing final copy and Hand in As the final activity in writing process, the writer has to rework the writtten draft and polish them for presentation and publication.

Teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or understand. It widely accepted that one of the key issue in teenengers in the search for individual identity. Teaching writing is an on going process, which time learning facilities in a number of ways. Most people agree that writing skills are increasingly important and often not adequately taught.

States [5] that writing can be interpreted as ideas for activities or ideas by using written language as a medium conveys. Stated [6] "Teaching writing is unique. It benefits both teacher and the students serving communication vehicle, assessments tool, and intelectual exercise". Teaching writing argumentative text need something that can make the students feel fun and have a good impression, so that the students will always remember what they have got form their teacher's explanation. There are some aspect of writing that can be evaluated. According to [7], the aspect can be evaluated in writing are:

Content (The Agreement with the Title Chosen)

This mean that a good writing is when the title represent the content of it. The content of text should be relevant to equivalent and describe the title complete. States [8] the writing section measures the ability to write English, including the ability generate, organize, and develop the ideas, to support those ideas with examples or evidence, and to compose respond to one assigned topic in standard written English. So, it can be concluded that the more students can develop their ideas which also loads some good supporting the ideas which also loads some good supporting ideas to be good content, the better their writing will be.

Organization (Paragraph Unity, Coherence and Cohesion)

The way students organize their paragraph is important if the teacher wants evaluate their writing. However, a good text consists of paragraph which are arranged well with some connecting words which can make paragraph coherent.

Vocabulary (The Precious of Using Vocabulary)

Vocabulary is the most important thing that forms a phrase, sentence, and further, paragraph. Rivers in [9] writes that vocabulary is essential for succesfull study on the second language. In

writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of the students' vocabulary mastery.

Language (Tenses and Structure)

However, tenses and structure mastery is really necessary to have paragraph constructed. It is difficult for the students to arrange a good paragraph if they lack of tenses and structure mastery.

Mechanics (Spelling and Punctuation)

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable.

Specific student write for many different reasons, such as to express the opinion and give the information, to organize their thought, or to persuade public. In the written text, they can express not only about themselves but also share their idea to the readers. State [10] that writing english is also part of the language learning proses.

An argumentative is a site activity of arguing, where views are exchanged and understandings achieved. It can also be a site where people are convinced and disputes are resolved, but these popular goals are not the only ones, and too narrow a focus on them threatens to ignore the many arguments that are the main and important and important tool "As a 'site', the situation Argumentative is a non geographical space, located within and created by discourse. The ability to put forth sound and compelling arguments is an important skill in daily life. The difference argumentation advantage a controversial point, a point that at least some of readers will not be inclined to accept.

Case method was adopted as the most effective teaching and learning method. They have determined that cases are best used to teach people about realistic decision-making situations. Here, the students will work with cases. Furthermore, Golich explains that cases recount real events or problems so that students experience the complexities, ambiguities, and uncertainties confronted by the original participants in the case. Cases compel the students to: 1) Distinguish pertinent from peripheral information, 2) identify the problem(s) at hand and define its context and parameters, 3) identify a set of possible solutions, 4) formulate strategies and recommendations for action, 5) make decisions, and 6) confront obstacles to implementation. It means that case method is an effective method in teaching and learning process. It gives the real events or problems so that students will have experience that is complexities, ambiguities, and uncertainties confronted by the original participants in the case.

The procedures of case based method on teaching writing in the classroom, they are as follows;

1. Pre-teaching . The teacher give the topic that related to their experience of life for the students and asked the students to identified the case or problem that consist on the topic given. The teacher may start the discussion with a minimum of fuss saying, "Well, what do you think about the case?" The teacher asks students to identify the points they think, they understand and determine those terms. The students share their a large background of information, which they can use to "solve the problem."

2. While teaching The teacher divides students into a group that consist of 5 students.

Each group has once the case is discussed. It can relate their experience or new case. The teacher asks students to make some questions related their case. Example: what is the case about?, who would like to do this case?, how to solve this case?, do you agree or disagree by this case? why?

The students discuss their findings and share opinions. Their search for the correct case narrows down. By the end of the class meeting, the students have determined what new information they need to uncover and go their separate ways to find it. Peer interactions are enriched by the prior knowledge, experience and interests the larger number of students bring to the process. The students perform and make a decision based on their analysis, apply analytical reasoning and incorporate critical thinking.

3. Post Teaching . The teacher gives the feedback about this lesson. The teacher encourages exploration of the case and consideration of the characters' actions in light of their own decisions

METHOD

Research Design

The research methodology of this research is used Classroom Action Research (CAR). There are two kinds of classroom action research, and the researcher would be done through Collaborative Classroom Action Research (CCAR). According to [11], "The fundamental aim of action research is to improve practice rather than knowledge". In addition, [11] says that classroom action research is a form of systematic and reflective research conducted by educators or teachers by giving certain action to improve the quality of teaching practices in the classrooms so that those practices become more professional.

Setting up the Criteria of Success

The criteria of success reflected the areas of concern that was emphasized in the study. The criteria was set up in order to judge whether the implementation of the action is being effective or not. In this research the criteria of success used as follows:

The students average score in writing test should 80 or good well. The teacher had good achievement in teaching and learning process. The teacher's performance in checklist should be 75% Students were actively involved during the teaching writing, the checklist should be 75%. The method had been successful at least each of the students reached 3.0-3.5 score or belong to criteria "agree" at the questionnaire.

Technique of Collecting Data

In collecting the require data, the researcher use some instruments such as observation cheeklist, Questionare, Test and Field Note.

According to [12] "Test is sequence or list of question to measure skill, ability, intelligence, owned by individual or group". Test is given to students to measure the improvement made by the students in enhancing writing ability after receiving some actions.

The second instrument used in collecting data is questionnaire. Questionnaire is list of question derected to respondents and designed to extract specific information (Sukayati, 2008:30). In this research , questionnaire are administered to the students to complete the information that can not be attained from observation checklist.

Observation checklist is a list of things that used to observe a class. Observation checklist is prepared by reseracher. Through the observation checklist, the researcher can achieve a structure and framework of specific information that is needed in this research. There are two kinds of specific information that is needed in this research. There are two kinds of observation checklist, they are for teacher and students.

This instrument contains the record of the facts related to the implementation of using a technique of teaching during the teaching learning activity that is made by researcher. It is utilized as a mean of recording facts which can not put in the observation form.

Technique of Data Analysis

Data analysis is important part in doing this research . in this research, the researcher analysis the collected data by using qualitatve data analysis. Analyzing data conduct in each cycle. Qualitative data from the students score and it is analyzed descriptively in collecting data from obsevation checklist and field notes. The data were taken from the result of observation.

In this research the data collected analyzed by using quantitatively. In this research the data was analyzed by using the formula, that was introduced by [13] gives formula below:

$$x = \frac{Fx}{N}$$

Where:

x = The student's mean score.

$\frac{\sum Fx}{N}$ = Total score of the students.

N = Number of sampel.

The level percentage toward the score that was prepared by the researcher can be seen as follow:

Number	Classification	Scale	Rating
1	Excellent	90-100	6
2	Very Good	80-89	5
3	Good	70-79	4
4	Enough	60-69	3
5	Low	50-59	2
6	Very Low	<49	1

FINDINGS AND DISCUSSION

The Data and Research Findings in Cycle 1

The first cycle started on Saturday, July 23th, 2022 . It was done by four steps called: (1) Planning the action, (2) Implementing the action, (3) Observing the action, (4) Reflecting the action. In the first cycle, the research performed in three meeting to implement the action. The meeting were about implementing of Case Based Method in enhancing the students' writing ability to the second year students of SMAN 2 Bireuen.

Table 4.1 The schedule of meetings in Cycle 1

CYCLE 1

Meeting **Date**

The first meeting Saturday, July 23th, 2022

The second meeting Tuesday, July 26th, 2022

The third first meeting Wednesday, July 27th, 2022

The Analysis of the students' Activities in Learning Writing Through Case Based

Beside observing the researcher's activity, the collaborator also addressed observation sheet to observe the students activity while the process learning writing through Case Based Method. It was aimed to know the students' participant in the implementation of Case

Based Method in teaching writing especially argumentative text in the first cycle. The result of the observation sheet of the students' activity and field notes taken when the process teaching and learning was running, noted that there were some positive and negative points presented by the students in the first cycle.

The positive points are the students were interested and enthusiastic in the learning process that make the class active and alive. Besides, the students had good social relationship with others. While the negative points are the class became noisy and some of the students also passive in learning the material. The activity took a long time, so the researcher needed to manage the time well, many students still confused to write the idea, less vocabularies and grammar. So, most of the students cannot write the text well.

Considering to the fact above, researcher and her collaborator considered to continue the implementation of the action to the second cycle, the lesson plan, the effectiveness in using learning strategy, preparation and steps of conducted the research would be improved based on the criteria that had not met yet in the first cycle.

Based on the analysis of the observation sheet for the students in Cycle I in the first meeting, the percentage of the students' participation was 53,7%, in the second meeting the percentage was 72,5% and in the third meeting was 77,5%. Whereas the average percentage of the students participation of all meetings was 67,9%. While, the success indicator for the students' participation of all meeting was 70%. It means that, the students had not met the success indicator yet. So that, the researcher needed to conduct the second cycle of this research to achieve the success indicator stated.

The Data and the Research Findings of Cycle 2

The second cycle was conducted on Tuesday, August 02th, 2022. As in the first cycle, the planning, the implementation, the analysis and reflection were also presented in this cycle. All categories through Case Based Method that had been improved based on findings of the first cycle. These all aims were to solve the students problem in writing argumentative text and improve their ability on mastering writing skill.

Table 4.2 The schedule of meeting Cycle 2

<u>CYCLE 2</u>	
<u>Meeting</u>	<u>Date</u>
First meeting	Tuesday, August 02 th , 2022
Second meeting	Wednesday, July 03 th , 2022

Reflection

The analysis was done on the learning outcomes. The evaluation of learning product was focused on how the students comprehension on mastering writing. From the result analysis, some findings are draw. In accordance with the result of the analysis of the teaching and learning process, there are two progress. First, the students motivation in teaching and learning process was very good. In the first and the second cycle most of the students were participating actively in teaching learning process, from the result of the tes tin both cycles, the students' mastery of writing was significantly increased. The students mastering in writing was increased from 67.9% in cycle and 86.25% in cycle 2.

In conclusion, based on findings above, the students' achievements in improving their writing ability through Case Based Method and the process of teaching and learning have met the criteria of success. Therefore, the action research was completed for that reason.

Discussion

Based on findings of this research it was evidence to require the students'ability through Case Based Method the teacher followed the particular procedures. In the first cycle, it showed the students were actively involved inthe teaching and learning process by commenting and questioning. The students were highly motivated by showing their good behavior and attitude. In addition, the students looked very happy, because the class atmosphere was not boring instead of exciting in the second result. Moreover, the students showed their interest more than in cycle I. It could be seen from the way the students give commenting, responding, and questioning in the second cycle.

In accordance with the result of the analysis of the teaching learning process, the students' motivation in learning writing through Case Based Method strategy was very good. Most of the students felt interested in learning writing through Case Based Method. From the observation sheet, it was found that the average of the students' activity was 67,9% in cycle I and 86,25% in cycle 2. It mean that the criteria for the teaching and learning prosee already been achieved. The findings of the students' post test result showed that the students mean score on writing argumentative text significantly increased from 65.25% in cycle I and become 78.6% in cycle 2. The criteria of success for the product had already been achieved. So, the conclusion of the research was Case Based Method suitable for the students in learning writing argumentative text.

CONCLUSION

Based on the research the data presentation and research findings, the researcher concluded that:

By implementing of Case Based Method, the students ability in writing ability improved. This can be proved by the result of the test given to the students when there was the improvement in their score in each cycle. The students' mean score of the post test in cycle 1 was 65.25% and it increase to 78.6% in cycle 2. It fulfils the criteria of success which determine 75 or more.

Based on the result questionnaire's percentage about the students improvement and respond toward implementation of Case Based Method in enhancing the students' writing ability was about 3.62.

Based on the result of students' observation activity in Enhancing the students' writing ability through Case Based Method in the first cycle was 67,9% and 86,25 in the cycle 2, it could be concluded the students' average score was 86% about or in the good criteria.

Based on the result of teacher's observation activity in the first cycle, it could be concluded the teachers' average score was 62.5% was or in the middle criterion. In the second cycle of teacher's activity was 86.87% about or in the good criterion.

Suggestion

Based on the conclusion above, the researcher would like to suggest that:

The researcher suggested that the teacher should use appropriate strategy in teaching writing. The students' writing ability will be improved depends on appropriate technique used in teaching and learning process. In addition, the researcher suggested that the teacher could more encourage the students to be active in improving their writing ability.

The researcher should make the students to be more active, brave and improve their writing ability.

The researcher suggested that to the next researcher should continue the research about the students' problem in learning writing in order to find out and introduce another and new technique which can be applied by the teacher in enhancing the students' writing ability.

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