

ENHANCING THE STUDENTS' WRITING SKILL THROUGH MOZAIC ACTIVITY

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ABSTRACT

The aimed of this research is to find out does the use of MOZAIC Activity to improve students' writing skill or not. The research conducted at MTsS Peulimbang with classroom action research design which conducted in two cycle by following the procedure of the action research consisting of four steps; planning, implementing, observing and reflecting. Each cycle was carry out in three meeting. The subject of the research was the second year students class 2/I of MTsS Peulimbang. The research instruments used in this research were test, observation checklist and questionnaire. The obtained data were presented and analyzed in qualitative and quantitative data. The result of this research showed that Mozaik Activity could improve the students' skill in learning writing. It could be proved by some research finding found by the researcher. The first result found from the test given to the students. The students' average score of the test in cycle 1 was 65.25 and it increased to 78.6 in cycle 2. The second result was obtained from the observation of the researcher's performance and students' activities. The percentage of the researcher's performance in the first cycle was 68.75% or in level good. While, in the second cycle it increased to 87.5% or in level very good criterion. Next, the percentages of the students' activities was 66.23% or in level enough in the first cycle and it increased to be 85% or in very good criterion in the second cycle. The other finding got from the result of questionnaire. It showed that the students gave positive responses toward the implementing Mozaik Activity in learning writing. It could be seen by the result of the questionnaire was 3.62 or in category strongly agree. It means that the students' response was very good.

Key Words: Writing, MOZAIC Activity, Procedure Text

INTRODUCTION

Writing skill is specific abilities which help writers put their thoughts into words in a meaningful form and mentally interact with the message. Writing skill helps the learner gain independence, comprehensibility, fluency, and creativity in writing. According to Hogue in [1] writing is process of creating, organizing, writing and pilishing. In the first step of the process, students create the ideas. In the second step, students organize the ideas, in the third steps, students write rough draft, in the final step, students polish the students rough draft by editing it and making revision. If learners have mastered this skill, they will be able to write so that they can not only read what they have written, but other speakers of that language can read and understand it. In teaching and learning proces strategies is one of important aspect to make the students more active in learning process. Here are some kinds of language skill that the students are expected to master: listening, speaking, reading and writing.

To make the students success in writing the teacher must choose the effective learning strategies. Thera are many strategies that can be applied in teaching writing. One of them is MOZAIC

Activity. According to Rahim in [2] MOZAIC is the activity of compiling and sticking materials in the form of scraps / pieces of paper or paper materials side by side or overlap in a medium so that it becomes a beautiful and fun work. Most MOZAICS are made of small, flat, roughly square, pieces of stone or glass of different colours. The main method for creating MOZAIC. Through MOZAIC Activity , it can help the students to organaize their ideas with fun way into the writing form easily. The students can generate the topic given by the teacher by the activity that they are done in the groups work to be good writing or paragraph. Therefore, the the teacher should applied should appied the interested activity in teaching learning especially in teaching writing.

Considering the explanation above, the researcher would like to conduct the action research at MTsS Peulimbang in order to know the implementation of MOZAIC Activity could improve the students' writing skill.

The real condition of teaching and learning process at MTsS Peulimbang was still not expected of the curriculum. At the present time, teaching and learning process using imergency curriculum, because there is an effect of pandemic covid-19 in Indonesia. The lack ability of VIII/2 students in MTsS Peulimbang in writing English is influenced by the students still have difficulty in developing their ideas to write, the students found difficulties to use vocabulary, and the teacher also aggreed that most of the students cannot write sentences with grammatical correct. The students also have difficulties in generating their ideas in their mind in writing text.

Beside the problem in writing skill, the researcher also found some problems in classroom situation that faces by the teacher: the eight grade students are not active during writing activity. Most of them are not do the assignment given by the teacher. It is because of vocabulary are still poor. Therefore, the strategy that used by the teacher in teaching writing was not make students gain more interasted. The students did not pay attention to the teacher. The students have low motivation in writing. Considering the problems faced by the students and teacher, the researcher tried to find a solution to solve the problems. In this case, the researcher tried to apply the Mozaik Activity in teaching writing. This activity can help the students in developing and finding ideas in the group work while making art from the paper or seeds before they start writing. Through Mozaik Activity the students could generate effectively their ideas that they have done on groups work into good writing text in fun way. So MOZAIC Activity is an interesting strategy in teaching writing. It is a good way to practice and to improve the students' skill in writing.

METHOD

The research design used for this research is Classroom Action Research (CAR), which is a collaborative Classroom Action Research through the implementation of MOZAIC Activity in order to enhance the students' writing skill of students and to enhance the teacher quality in teaching process.

Collaborative Classroom Action Research (CAR) with the Directive Feedback Method of Implementation was used in this study. A descriptive research conducted by a teacher in the classroom, without the involvement of others, that aims to increase our understanding rather than change the phenomenon under investigation would not be considered action research by these commentators, as stated by Collaborative Classroom Action Research is defined by Asrory, who is cited in as "action research in which numerous stakeholders, including the classroom instructor, are actively engaged." The purpose of doing collaborative classroom action research is to improve either the quality of teaching that actually takes place in classrooms, the theory that underpins it, or the educator's personal education and pedagogical progress.

The research takes place at MTsS Peulimbang. The subject of the study was the second-year MTsS Peulimbang students. There are numerous concurrent second-year classes, but the researcher chooses just one as the focus of his or her study. The researcher chose the 25-student Class VIII/ 2 to study.

The steps involved in conducting the Collaborative Classroom Action Research (CCAR), as described by [3] , can be broken down into the following phrases for each cycle: (1) the planning of action, (2) the carrying out of that action, (3) the observation of that activity, and (4) the analyzing and reflecting on that action.

In collecting data, there are several instruments such as: (1)Test, (2)Questionnaires and (3) Observation checklist.

Setting up the Criteria of Success

The criteria of success were setting up in order to guide whether the implementation of the action is being effective or not. Therefore, the criteria used to see whether implementation teaching writing successful or fail, there are some of criteria were as follows:

1. The students average score in writing procedure text test was 75% or good level.
2. The students' fell happy during the teaching writing process that are measure by the questionnaire in the score of 2,00-3,00 or agree level.

Technique of Collecting Data

In collecting data, the researcher was giving the subject of this research post test at the end of the cycle. There are one kind of test used in this research. The researcher used observation checklist to obtain information how the practice are implemented the prepared plan and procedures, especially to find information whether or not the assessment instruments prepared can be used as well as possible.

Technique of Data Analysis

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

Where:

x = The students mean score.

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

N = Number of sampel.

Categories:

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

To analyze the result of observation sheet, the researcher used the formula suggested by [5] as follow:

$$P = \frac{f}{N} \times 100$$

Where: P = the numeral percentage

F = the frequency

N = the number of case

FINDINGS AND DISCUSSION

Data and Researcher Findings in Cycle 1 and Cycle 2

This part deals two results; the researcher's performance and the students' activities. Based on the result of observation done during the teaching and learning process in cycle 1, the researcher found that the percentage of the researcher's performance in applying Mozaic Activity in teaching writing was 68% or in middle criterion. While, in the second cycle the percentage of the researcher's performance increased to 87.5% or in level very good. Furthermore, another result was found from the observation of the students' participation in learning writing through Mozaik Activity. The researcher found that the percentage of the students' activities in the first cycle was 66,23% or in level satisfactory. Meanwhile, the percentage of the students' activities in the second cycle was 85% or in level good. It means that the students' participation in learning activities had increased in the cycle 2.

2. The Result of the Students' Achievement in Writing Test of Cycle 1 was 65.25% and Cycle 2 was 78.6% Beside of the observation result in teaching learning process, the researcher also found the other results in this research. Here, the researcher obtained the data about the students' achievement in writing. It was measured from the test given to the students at the last meeting of each cycle. In the first cycle, the researcher got the students' mean score of the writing test was 50 in level fair. In contrast, in the cycle 2, their mean score was improved to be 78.6 in level good. It means there was a significant improvement of the students' achievement in learning writing through Mozaic Activity.

3. The Result of the Students' Responses Toward the implementation of Mozaik Activity

in Learning Writing The students' response was a consideration to state that the implementation of Mozaic Activity in learning writing was successful or not. The result of the students' response was obtained from questionnaire given to the students at the last meeting in cycle 2. The questionnaire was measured in five items; (1) studying happily in writing class, (2) easy to comprehend the lesson, (3) respected and brave to give opinion, (4) interested to the activities, (5) working in group. Based on the data analyzed, the researcher found that the mean score in studying happily in writing class was 4.82 or in strongly agree criterion, easy to comprehend the lesson was 4.00 or in strongly agree criterion, respected and brave to give opinion was 4.00 or in strongly agree criterion, interested to the activities was 4.00 or in strongly agree criterion and working in group was 4.00 or in strongly agree criterion. Based on the result above, the researcher concluded that the students gave positive responses toward the implementation of Mozaic Activity in learning writing. It was proved by the overall mean score of five items measured above, it was 4.00. It means that the students' responses

toward the implementation of Mozaik Activity in learning writing reached the success indicator of 3.00-4.00 on the agree criterion.

Considering the results found and described above, the researcher found some improvements. The first improvement could be seen by the great increase of the students' writing test in the second cycle. It showed that the students' achievement in cycle 2 was 75. It means that this result reached the success indicator and the implementation of Mozaik Activity could improve the students' skill in learning writing. The second improvement showed by the results of the observation done during the teaching and learning process. The researcher's performance in cycle 2 was success. The researcher could use the strategy well and could manage the class and the time effectively. It was proved by the result of the researcher's performance in the second cycle was 88% or in level very good. It means that the result reached the criteria of success. Besides, the result of the students' activities also showed the improvement in the second cycle. It could be seen by the percentage of the students' activities was 75% or in level good. This could be claim that the students' learning process was improved and increased and it achieved the success indicator. The last improvement could be seen from the result of the students' responses toward the implementation of Mozaic Activity in learning writing. The result showed that the mean score of questionnaire result was 4.00 or in strongly agree criterion. It means that the students gave good and positive responses. They also studied happily and actively during the learning process.

CONCLUSION AND SUGGESTION

Conclusion

The researcher needs to apply the conclusion the whole research. They are can be seen as follows: 1. The answer of the first problems was, the students' ability in writing skill through MOZAIC Activity, it showed by increased of the cycle 1 was 62.25% continued to next cycle 2 and the researcher 78.6%. It meant the students' score improved significantly. 2. The result of questionnaire also stood in level 4 by the range score 3.62 It. meant that the students' had positive response toward MOZAIC Activity in improving writing. It met the criteria of success. So that, the researcher concluded that the students' were happy and their motivation improved. 3. The observation Sheet shown that the researcher has a good performance in implanting through MOZAIC Activity in teaching writing skill carried out the procedures as previously planned in teaching process in the classroom based on the lesson plan of the cycle 1 was 68,75% continued to next cycle 2 and the researcher found 87,5% . 4. The students motivation was good where the students' had high motivation in learning writing Through MOZAIC Activity it showed by the result of students'

observation sheet for the cycle 1 was 66, 23% continued to next cycle 2 and the researcher found 85%

Suggestion

While the suggestion that need to be given by the researcher included:

1. The researcher suggest that MOZAIC Activity would be used as an alternative strategy in teaching writing to the second year students' of MTsS Peulimbang, and the teacher should give more chances to the students' that they are able to do those activities by themselves.
2. The researcher suggest that the teacher should choose MOZAIC Activity as material and media that are appropriate for Junior High School and not too difficult for the students' and before implementing MOZAIC Activity and also the teacher should keep control the students' activities and the teacher should presents the language in an enjoyable, relaxed and understandable way.
3. The researcher also hopes that the students' not to be shy in practicing the guessing words of teaching materials given by the teacher in learning reading through MOZAIC Activity.
4. The researcher is aware of many mistakes found in this thesis because there is none or nothing is perfect and neither is this thesis. Therefore, any correction comments, and critics for the improvement of this final project are always openheartedly welcomed.
5. The researcher hopes that there is other researcher who would keep studying about reading because there is still many students' especially students' in Junior High School level still got difficulty in writing text in English.

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