STEP-UP OF STUDENTS' WRITING SKILL BY USING A SILLY SENTENCE SLIDERS

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Abstract

The purpose of this research is to find out how the use of silly sentence sliders in lesson study step-up the students' writing skills and to find out how a silly sentence slider show the process of the students' writing skill. The method utilized in this research is qualitative approach with lesson study design. The population of this research was the second-grade students at SMAN 1 Kutablang. Meanwhile, the sample that the researcher took was class 11 MIA 2 with the total of 19 students in the classroom. In the part of the technique in data collection, the researcher used observation sheet, test, and documentation as the instruments. Based on the research process that was done, the researcher found out that the students' ability to understand how to write English writing was low in the pre-test than in the post-test. The pre-test result showed that the student's average score was 1.180 and the percentage of students who score up to the score of 70 was only 9 students or 47% of the total students who took the test, and the remain 10 students were categorized as failed. Meanwhile, in the post-test after the researcher applied the action, the researcher found that the students' average score was 1.620. It can be seen that the students' scores in writing skills have increased. The percentage of students who passed with scores of 70 or above were 19 students. Therefore, the post-test was categorized as successful.

Kata Kunci: *writing skill, silly sentence sliders method, lesson study*

INTRODUCTION

Writing is one the four teaching and learning which must be mastered by the student and taught well by the teachers. Mostly writing is used to store information, make a permanent record, and for communication, etc. Because it is one of the abilities to carry out conversation. Nowadays, Students are demanded to master writing as well[1].

Based on curriculum in SMAN 1 Kutablang, the second grade students learn English Language. The students should be able to understand English Language and be able to communicate in academic activities even though simple and able to apply in daily life both written and oral. Based on the title, the researcher focuss on writing. The curriculum of SMAN 1 Kutablang aim that students have competence to understand English Language and skilled use in communicate of the student academic activities simply. This course presents the basic of language, language skills, practice in used English in various context both written and oral.

Writing is one of the four language skills. It is not a natural skill because one could not acquire this ability automatically and easly[2]. To acquire it, the student should get sufficient writing practices. These practices are supposed to stimulate the student's skill in writing and expressing thought in a good passage. Without practicing, it is impossible to write well and effectively.

Writing is one of the important aspects in learning language, especially English. In real life, people cannot avoid the activity of writing. Writing can be found from many things in the daily life, for example, writing announcement in a school board, writing letters, texting message, e-mailing,

and so on[3]. Therefore, writing is needed and important to be learned by the students, especially in senior high school.

Teaching writing for senior high school students is not an easy thing to do. It is different from teaching writing for adult or collages students. Senior high school students need more motivation and guidance from the teacher to write in English. Therefore, the teacher has to be able to act as a motivator, director, and supervisor. Beside that, appreciation from their work is also important to motivate and encourage them as well as increase their self-confidence.

Teaching writing in the last period or in a traditional approach only focuses on the product of writing, not the process. The teacher only looks at the result of the students writing. Therefore, the students will not enjoy doing writing and they will not have any strategies in writing. Including how to express and explore the idea, how to construct the idea to be a written text, how to expand it, how to manage the paragraph so it will be a coherent and cohesive paragraph[4]. The teacher assessment in traditional approach of writing also only focuses on the grammatical correctness. However, teaching writing should not like that. to make a good paragraph or a good writing, student have to know how to make their writing to be a good writing. Therefore, the process of writing is not only seen from its product or final result but also the process how it becomes a good writing. By applying this approach in teaching writing. The student are expented to be able to make a good writing and have higher motivation in writing.
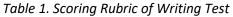
Based on the researcher observation at the second grade students at SMAN 1 Kutablang, the reseacher found some problems faced by the student in writing English. First, most of the students have lack motivation to write in English and they did not have any interest at all in the English writing subject. The reason was because they still have a big idea in their mind that English was the most difficult subject. They even lack of willingness to write in English because they did not want to think hard to find out every single word in English and arrange them to be a good sentence and paragraph since writing requires the students to have plenty of vocabulary and to be able to make grammatically correct sentences. Besides that, the student also did not have any strategies to make a good writing. They never intended to create a good writing because they only focus on the final product of their writing. Second, the problem was related to the teaching and learning method that occurred in the classroom. The teaching and learning process conducted by the English teacher in the classroom was less effective. The teacher taught the students monotonously and that phenomenon will not encourange the students in the class to be interested in the English writing, let alone to learn more about the subject. In the teaching-learning process in the classroom, the teacher did not implemented any interesting or creative method that could trigger the students' interest in English writing subject, hence, the students get disinterested easily during the lesson. A writing activity actually needs a long process. Therefore, the English teacher should know that instead of merely asking the students to make sentences and arrange the sentences into paragraph, the teacher can applied a process with more creativity with the help of media or any other effective teaching method during the teaching-learning process in the classroom to make the students capable to create a good English writing.

METHOD

This research was carried out using qualitative approach with lesson study design. The population of this research was the second-grade students at SMAN 1 Kutablang. Meanwhile, the sample that the researcher took was class 11 MIA 2. In the part of the technique in data collection, the researcher used observation sheet, test, and documentation as the tools. The observation sheet is used to know the lesson study activities. Observation sheet is also used to observe the cooperative skills of the research subject during the activity. Meanwhile, the test is used in the research process

to analyze the students' score. The researcher used the modified scoring rubric adapted from Heaton in [5] that can be seen in the table below.

Components of Writing	Score	Level	Indicator
Content	4	Excellent	Present the information will choose details across the paragraph
	3	Good	Present the information with detail in parts of the paragraph
	2	Fair	Present the information with some details
	1	Poor	Present no clear information
Vocabulary	4	Excellent	Good in vocabulary choice
	3	Good	Error in vocabulary choice are few and do not interfere with understanding
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding
	1	Poor	Many errors in vocabulary choice that severally interfere with understanding
Grammar	4	Excellent	Good in grammar
	3	Good	Error in grammar choice are few and do not interfere with understanding
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding
		Poor	Many errors in grammar choice that severally interfere
	1		with understanding
Mechanics	4	Excellent	Good in spelling, punctuation and capitalization
	3	Good	Error in spelling, punctuation and capitalization are few
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding
	1	Poor	Error in spelling, punctuation and capitalization, and severally interfere with understanding

Table 1. Scoring Rubric of Writing Test

Last but not least, at the end of the technique of data collection, the researcher used documentation as the research tool. The documentation included photos or video. The documentation is taken for complementary of the research. In addition, the documentation is in fact useful to give an overview how was the object situation and condition during the research process. Afterward, the researcher conducted research data analysis. Data from the results of this research in the form of qualitative data obtained from observation sheet of lesson study. The result of the observation obtained is described in each of the activities. Data analysis of the observation sheet is done by thinking the mention of the events in each the stages of lesson study are implemented, so as to obtain a conclusion.

FINDINGS AND DISCUSSION

The data was collected from the total of 19 students in the classroom included 8 female students and 11 male students in 11 MIA 2 class at SMAN 1 Kutablang. The research process started on Monday, September 21st, 2020 from 09:00 a.m. until done. The research process was conducted in aim to introduce to the students how the use of silly sentence sliders lesson study based to step-up students' writing skills. The researcher collected the data through planning, implementation, observation, and reflection. Further information will be explained below.

At first, the researcher applied a preliminary study. The preliminary study was intended to know the students' writing ability in writing short sentences before they were manipulated by using silly sentence slider on lesson study[6].

In this preliminary study, the researcher delivered writing test and observation sheet to the students in 11 MIA 2 class. The writing test is used to evaluate students' ability to understand the sentence they wrote. In this stage, students are required to get a minimum score of 70 to pass the test. The number of students who took the test was 19 and from the writing test results on the pre-test, the total score of the students was 1.180 and the mean score of the students was 62.10

Based on the pre-test results, the students' ability to understand how to write was low. This can be seen from the student's average score, which is 1.180 and the percentage of students who pass or score up to 70 is only 9 students or 47% of the total students who take the test. On the other hand, 10 students failed or didn't score up to 70 and that was 53%. The result of the pre-test can be seen below.

NO	NAME	SEX	SCORE
1	Alya Marzila	F	70
2	Irsyawali	M	50
3	Iskandar Syahabuddin	M	50
4	M. Yusuf	M	50
5	Muhammad	M	50
6	Muhammad Al Qausar	M	50
7	Muhammad Firza	M	80
8	Muhammad Zaki	M	60
9	Nurfitri	F	70
10	Nurkhalis	M	70
11	Nurul Aulia	F	70
12	Nurul Maulida	F	70
13	Rahmatul Hayati	F	70
14	Rosnidar	F	60
15	Sahlul	M	50
16	Saifan Nur	M	60
17	Salsabila Nisa	F	80

18	Syahrul Ikhwali	M	50
19	Zaitul Umaira	F	70
Total Score			**1.180**

Table 2. Pre-test Result

From the observation that the researcher had done, the researcher found out that during the learning process, students tend to be unfocused and disinterested toward the English writing subject. There was also no good Interaction between students. The researcher found that the students were more likely to discuss things that are outside of the subject context taught in the classroom. However, the post-test was continued at the end of learning.

Afterward, the researcher implemented the action following the planning of the action stage. In implementing the action, at the beginning of teaching-learning process, the researcher made sure that the students are ready to participate in the learning activities and the researcher then explained to students about the objectives and learning material to be achieved. After that, the researcher gave an apperception by providing motivation in the form of questions related to the subject. The core learning activity began with delivering the subject material by the researcher. This stage ran for 30 minutes. The table below is the post-test result of the 11 MIA 2 students.

NO	NAME	SEX	SCORE
1	Alya Marzila	F	90
2	Irsyawali	M	80
3	Iskandar Syahabuddin	M	80
4	M. Yusuf	M	80
5	Muhammad	M	80
6	Muhammad Al Qausar	M	70
7	Muhammad Firza	M	100
8	Muhammad Zaki	M	80
9	Nurfitri	F	90
10	Nurkhalis	M	90
11	Nurul Aulia	F	80
12	Nurul Maulida	F	90
13	Rahmatul Hayati	F	90
14	Rosnidar	F	80
15	Sahlul	M	80
16	Saifan Nur	M	80
17	Salsabila Nisa	F	100
18	Syahrul Ikhwali	M	80
19	Zaitul Umaira	F	100
Total Score			**1.620**

Table 3. Post-test Result

The results of the post-test above indicated that the students' understanding of writing skill increased when the researcher applied the silly sentence sliders media lesson study based in the learning process. Based on data observation, there was an increase in the teaching and learning process. The students could improve their writing skills on the material taught.

The results of the post-test obtained that the total score of students was 1.620 and the number of students who took the test was 19. So, the average student test score was 85.26. It can be seen that the students' scores in writing skills have increased. The percentage of students who

passed with scores of 70 or above is 19 students or 100%. Hence, the post-test was categorized as successful.

According to the data tabulated above, the results showed an increase in student scores from pre-test to post-test. In the pre-test, students who scored 70 or more were 9 out of 19 students (47%). Whereas in the post-test, students who obtained a score of 70 or more were 19 out of 19 students (100%). The increase from the initial test to the final test of cycle I is about 53%.

The results of the observation data during the implementation process also showed a drastic change in student activities in the teaching and learning process. Students who were previously passive become active through a group discussion process. Many students actively asked about learning materials and there was a positive interaction among students, where students actively help passive students. So, it made the class active and not boring. This had an impact on equitable absorption of learning material as seen in the results of the post-test.

The observation sheet also showed the result of the teacher's ability to teach English writing using a silly sentence sliders lesson study-based as a learning strategy also showed improvement. The teacher is able to motivate student grades to show improvement. This can be seen from the average score of students in the pre-test of 62.10 and in the post-test cycle 1 of 85.26. Also seen from the percentage of competent students. As much as 47% in the pre-test and 100% in the post-test. The increase from pre-test to post-test was about 53%. There are 100% of the 19 students who got a score of 70 and above. This makes the researcher feel there is no need for a cycle because the students' writing ability has been improved by using a silly sentence sliders lesson study-based.

CONCLUSION

Based on the research result, the researcher draws the following conclusions:

1. The results of the observation sheet showed that the level of student activity during the learning process was very low, resulting in insufficient absorption of learning material and had an effect on learning outcomes.
2. Qualitatively, from the results of the observation sheet it can be concluded that; Students find it better, easier, and more interesting to learn writing skills by using of silly sentence sliders in lesson study. Students activeness during the learning process have also increased drastically, where there were many interactions between students and students also between students and teachers which had an impact on increasing the absorption of learning material. This can be seen quantitatively from the post-test results, where the total score of students is 1170 with an average score of 83.57 and the percentage of students who passed is 14 students or 100% of the total students.
3. Based on the data analysis, the results showed that students' writing skills increased in teaching and learning process using the lesson study-based a silly sentence sliders media.

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