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## Improving Students' Writing Ability Through Memory Board Technique at Grade VIII.D of SMPN 1 Unaaha

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### Abstrak

Penelitian ini mengeksplorasi tentang peningkatan kemampuan menulis siswa melalui memory board technique di kelas VIII.D SMPN 1 Unaaha. Tujuan dari penelitian ini adalah (1) untuk mengetahui proses mengajar kemampuan menulis melalui memory board technique di kelas VIII.D SMPN 1 Unaaha; dan (2) untuk mengetahui peningkatan kemampuan menulis siswa kelas VIII.D SMPN 1 Unaaha melalui teknik papan ingatan. Penelitian ini menggunakan desain penelitian tindakan kelas. Subjek penelitian ini adalah siswa kelas VIII.D SMPN 1 Unaaha yang terdiri dari 30 siswa pada tahun akademik 2017/2018. Teknik pengumpulan data yang digunakan adalah tes dan lembar observasi. Data kuantitatif akan diambil dari skor menulis siswa dan lembar observasi. Hasil dari penelitian ini menunjukkan bahwa (1) berdasarkan temuan dan pembahasan dari penelitian, penulis dapat menyimpulkan bahwa terjadi proses peningkatan baik pada kualitas atau kuantitas kemampuan menulis siswa setelah diberikan teknik papan ingatan. Dan kondisi ini dapat dilihat dari peningkatan level dari pre-cycle ke siklus II. Sekitar 87% ( $87 > KKM = 75.00$ ); dan (2) Setelah melakukan siklus I dengan menggunakan memory board technique sebagai tindakan atau pengobatan, aktivitas siswa dalam mengajar dan belajar bahasa Inggris dalam keterampilan menulis meningkat menjadi tinggi yang menunjukkan bahwa ada peningkatan target yang signifikan pada KKM siswa.

Kata Kunci: *Kemampuan Menulis, Memory Board Technique*

## Abstract

This study investigated about Improving Students' writing ability through memory board technique at grade VIII.D of SMPN 1 Unaaha. The objectives of this research were; (1) To know the process of teaching writing ability through memory board technique at Grade VIII.D of SMPN 1 Unaaha; and (2) To find out the improvement of students' writing ability at Grade VIII.D of SMPN 1 Unaaha through memory board technique. This study used class room action research design. Subject of this study was at grade VIII.D of SMPN 1 Unaaha which consists of 30 students in academic year of 2017/2018. The technique of data collection that was used test and observation sheet. The quantitative data will be taken from the score of students' writing and observation sheet. The result of this research showed that; (1) Based on the finding and discussion of the study, the writer can give conclusion that any improving process either on the quality or quantity of students writing ability after given *Memory Board* technique. And this condition can be seen on the increasing level from pre-cycle to cycle II. About 87% ( $87 > KKM=75.00$ ); and (2) Then, after do the cycle I by using *Memory Board* technique as a action or treatment, so the students activity on teaching and learning English on writing skill turn into high level the shows that any significant increasing target on the students KKM.

Keywords: *Writing Ability, Memory Board Technique*

## INTRODUCTION

Language is a cultural activity and, at the same time as instrument for organizing other cultural domains. Speakers take account of discourse situations, which are structured by culture. Language is shaped not only by special and general innate potentials, but also by physical and socio-cultural experiences. It is the concurrence of language-as-culture and language-governed-by-culture that warrants an approach called Sociolinguistics. Language is one of the most important tools in communication and it is used as a tool of communication among the nations all over the world. As an international language, English is very prominent and has many interrelationships with various aspects of life. In Indonesia, English is considered as the foreign language and is taught formally from elementary up to the university level.

English is one of language that is learned by students in every levels of educastions. In Indonesia English has been considered important by the government. From the point of view of education, it is seen from its position as one of compulsory subjects in high schools, both in junior and senior levels. The importance of English in Indonesia is also reflected by the fact that English is one of the compulsory requirements that high schools' students need to pass to graduate from those levels of education.

Accordingly, llanguage learners need to master the four language skills in order to

communicate well. They are listening, speaking, reading, and writing. Writing is the most difficult language skills. It is also considered as the most complicated language skill to be learned, compared to other language skills. writing is no longer seen as primarily for personal expression but it more concerns to the analyzing and interpreting information critically, synthesizing, creating information, arguing alternative perspective, and so forth. Therefore, teachers' responsibility is absolutely necessary not only offer the learners support and encouragement but must also serve and provide guidance to the new invention of knowledge and information. Teachers have to create appropriate materials that support this invention and make sense to the learners' creative writing. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by tight rules. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Besides that, we also have to use a compatible tense to express an event in certain time. Writing skill is the one of skill which has to be mastered by students in K-13..

In relating with this research, writer choose SMPN 1 Unaaha because commonly, the students at there has problem with the writng skill. This information has gotten from their teachers. And the directly problem has found at class VIII.D problems that are commonly found at the Grade VIII.D at SMP N 1 Unaaha. Based on that observation result, the writer finds some problems in learning and teachings process at SMPN 1 Unaaha those are: (1) the students are sometimes still confused about how to write be well and true; (2) the students' attention and motivation in learning writing text process is low; (3) the students are not focus in learning and teaching process; and (4) the students' English writing score is low

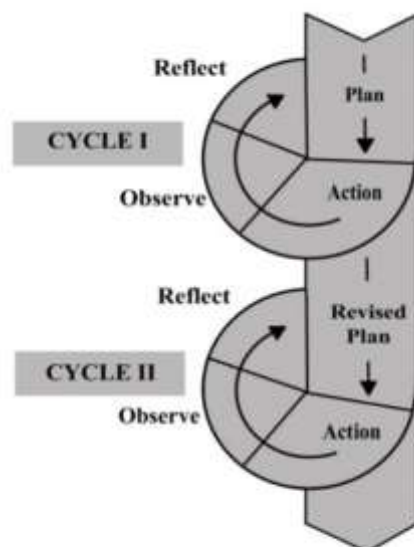
Based on the above explanation of learning problem in writing activity, and the solving strategy that be needed, the writer is interested to conducting the researching by title " Improving Students' Writing Ability Through Memory Board Technique at Grade VIII.D of SMPN 1 Unaaha".

## RESEARCH METHOD

### Design of the Study

Design of this study was a class room action research. According to Kemmis and McTaggart (in Burn, 2010-7) who are major authors in this field, action research typically involves four broad phases in a cycle of research. Action research as a form of collective self-reflective inquiry undertaken by participants in social situation in order to improve the rationality and justice of their own educational practices as well as their understanding of

these practice and the situation in which these practices are carried out, it consists of planning, acting, observing, and reflecting. The procedures of action research reflected in the following scheme:



Kemmis and Taggart (in Burn, 2010:9)

#### Technique of Analyzing the Data

This research has two data those were analyzed. It means that both qualitative and quantitative data was analyzed through steps as follows:

1. The writer analyzed the data qualitatively based on the observation during teaching and learning process that covered the application *Memory Board technique* in solving problem in each cycle. It means the data described into words.
2. The writer made analyzing data quantitatively after conducting the action. It means the data described into number.
3. The writer made conclusion about the application of *Memory Board* technique, whether it had impact in improving students' writing ability or not.

### RESULT AND DISCUSSION

#### Planning Before Implementation of the Memory Board Technique

The method that is used by writer is not main method, but conventional method. This way be done to know the students' score before cycle (using *Memory Board* technique). The evaluation result of this step shows two conditions, the first is about students' activities condition and the last is students' wrting score condition. The result of this activity can be seen below:

Table 4.1 The Result of the Pre-Cycle

No	Students' Code	Aspects		Total	Individual Score	Classification
		Vocabulary	Mechanic			
1	ST1	3	2	5	62.5	Not improve
2	ST2	3	3	6	75	Improve
3	ST3	3	2	5	62.5	Not improve
4	ST4	2	3	5	62.5	Not improve
5	ST5	2	2	4	50	Not improve
6	ST6	2	3	5	62.5	Not improve
7	ST7	3	2	5	62.5	Not improve
8	ST8	3	2	5	62.5	Not improve
9	ST9	2	2	4	50	Not improve
10	ST10	1	3	4	50	Not improve
11	ST11	2	2	4	50	Not improve
12	ST12	2	3	5	62.5	Not improve
13	ST13	3	3	6	75	Improve
14	ST14	3	4	7	87.5	Improve
15	ST15	4	4	8	100	Improve
16	ST16	3	2	5	62.5	Not improve
17	ST17	3	3	6	75	Improve
18	ST18	3	2	5	62.5	Not improve
19	ST19	2	3	5	62.5	Not improve
20	ST20	2	2	4	50	Not improve
21	ST21	2	3	5	62.5	Not improve
22	ST22	3	2	5	62.5	Not improve
23	ST23	3	2	5	62.5	Not improve
24	ST24	2	2	4	50	Not improve
25	ST25	1	3	4	50	Not improve
26	ST26	2	2	4	50	Not improve
27	ST27	2	3	5	62.5	Not improve
28	ST28	3	3	6	75	Improve
29	ST29	3	4	7	87.5	Improve
30	ST30	4	4	8	100	Improve
Total		76	80	156	1950	
Classical		63.33	66.67	65	65	Not improve
The average of the students result					65	Not improve

From the analysis above, the average achievement of the students' pre-test was 65%. Meanwhile, the students' score of vocabulary choice was 63.33% and the score of mechanic was 66.67%, all of score was  $\leq$  KKM about 75. The writer concluded that the students had difficulties to make a descriptive text. Therefore, teaching writing with a new technique in each activity was important to improve the students' achievement.

Discussion

Teaching and learning English process on the pre-cycle, cycle I and cycle II are going on fast commonly, and the students writing ability can be increased either on quality on in quantity after given *Memory Board* technique as a treatment. Based on the base criteria score on 5 indicators of students' activities, in individual and classical score, we can look the increasing level of score from pre-cycle to cycle II. Where, on pre-cycle, the students' interesting and comfortable, active, enthusiasm and attention, proclivity and bravery is not effective because the target  $< 75\%$ . That is caused by the conventional method make all of students be bored and passive. And to make clearly about this explanation, we can see on the following picture.

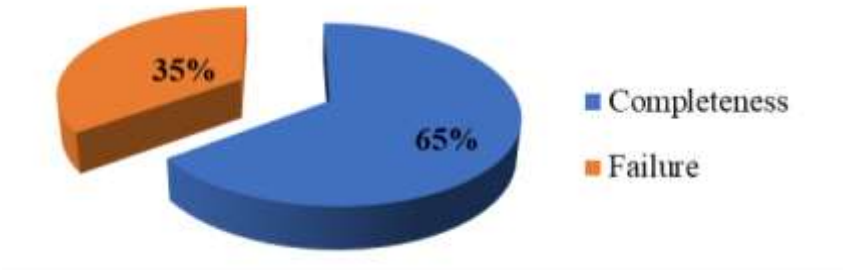


Figure 1. Percentage Score of Students Activity on Pre-cycle

The same condition has been while on the result of teaching and learning English on writing skill with two criteria namely grammar and vocabulary. Where, the target in the this section on all of indicators test is only 65%. This attainment  $<$  standard score of KKM (65 $<$ 75).

Then, after do the cycle I by using *Memory Board* technique as a action or treatment, so the students activity on teaching and learning English on writing skill turn into high level than before. The students' interesting and comfortable, active, enthusiasm and attention, proclivity and bravery is coming into play because the attainment on the pre-cycle about 65 % increase to be 57%, although, that attainment  $<$  KKM. That is caused by the *Memory Board* technique make all of students be fun and active, and to make clearly about this explanation, we can see on the following picture.

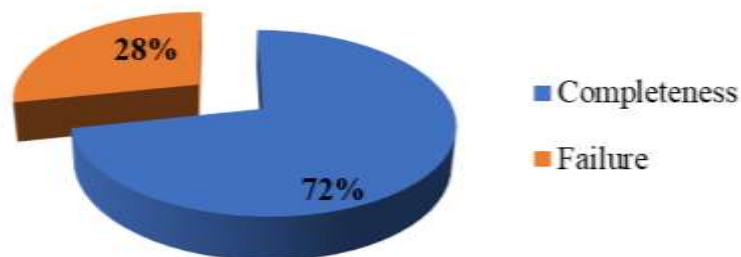


Figure 2. Percentage Score of Students Activity on Cycle I

Depend on above condition, the same attainment has been while on the result of teaching and learning English on writing skill with two criteria namely grammar and mechanic. Where, the target in the this section on all of indicators test is only 71.67% or 72%. This attainment < standard score of KKM (71.67 or 72 > 75.00).

On the cycle II any significant increasing target on the students quality and quantity. The students' interesting and comfortable, active, enthusiasm and attention, proclivity and bravery is coming into play because the attainment on the cycle I increase to be 71.67 or 72% and that attainment < KKM. That is caused by the *Memory Board* technique make all of students be fun and active but any students do not active, and this condition was normally on the Cycle 2 about 87.08% students has been active. to make clearly about this explanation, we can see on the following picture.

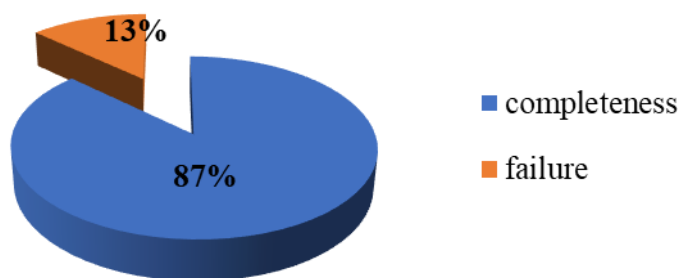


Figure 3. Percentage Score of Students Activity on Cycle II

Related on the percentage of students activity on cycle II, the same attainment has been while on the result of teaching and learning English on writing skill with two criteria namely grammar and mechanic. Where, the target in this section on all of indicators test increase to be 87.08 or 87%. This attainment > standard score of KKM (87 > 75.00) .

Besides, we can state that the *Memory Board* technique can increase the students writing ability either on quality (process) and quantity (score of test) about 87%.

## CONCLUSION

Based on the data interpretation and discussion in the previous chapter, the Writer draws the following conclusions:

1. Based on the finding and discussion of the study, the writer can give conclusion that any improving process either on the quality or quantity of students writing ability after given *Memory Board* technique. And this condition can be seen on the increasing level from pre-cycle to cycle II. About 87% ( $87 > KKM = 75.00$ ).
2. Then, after do the cycle I by using *Memory Board* technique as a action or treatment, so the students activity on teaching and learning English on writing skill turn into high level the shows that any significant increasing target on the students KKM.

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