Improving the Students' Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul

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Abstract

The purpose of this research was to solve the problems dealing with the students' active participation and writing achievement. The research design was Classroom Action Research. The area and subjects of this research were chosen purposively by using purposive method. The subjects were the VIII-D students at SMP Negeri 2 Tanggul in the 2013/2014 academic year. The data collected were writing test, observation, interview and documentation. The results of this research showed that there were improvement of students' participation and their writing achievement in Cycle 1 to Cycle 2. In Cycle 1, there were 54.05% of the students who actively participated during the teaching learning process. Meanwhile, there were 40% of the students who achieved the target score. Beside, in Cycle 2, there were 70.26% of the students who actively participated during the teaching learning process, while 70.27% of the students achieved the target score. It proved that the use of Spidergram technique could improve the students' active participation and writing achievement.

Keywords : Active Participation, Classroom Action Research, Spidergram Technique, Writing Achievement.

Introduction

Language as a means of communication takes an important role in human's life. It helps human to communicate and understand each other. English is considered as the most common language spoken everywhere. People use English to communicate in their daily life in social activities. Therefore, English as international language is being taught in Indonesia for the junior and senior high school students.

In learning English, the students should study the four basic skills of English. They are listening, speaking, reading and writing. As one of the ways to communicate, writing is considered as the most difficult skill to be mastered in learning language. Writing is not only about putting or bringing out what we are going to share about. It is more complex than it seems. Writing is a complex, difficult, and time-consuming process [2]. It is not done in one step but series of steps. Besides, it is a complex process that need skill, pratice and some inspiration by the writer. Writing is, in fact, a process [4]. The stages of writing are represented as the following way: planning/prewriting – drafting – editing – final draft [3]. In addition, writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading [3]. Students need to know how to write in a number common of everyday style such as letter, report, advertisement, etc.

Before conducting the research, the researcher had done a preliminary study with the English teacher of the eight grade students at SMPN 2 Tanggul, Jember. It was found that during the teaching practice at SMPN 2 Tanggul, most of the VIII-D students were lazy and had no interest in joining the learning process. They often talked with their friend and ignored their teacher in the class. Besides, they also had difficulties in writing. They were lack of vocabulary, lack of language components and structure

mastery also diificult to find ideas what they are going to write. On the contrary, to construct a good piece of writing students need to pay much attention on the writing steps, writing aspects and the language components while writing. These complexity of writing caused them felt difficult to construc writing. It caused them often paid no attention to their teacher in the writing class during the learning process. As the result, they felt bored and were likely to be passive in the class. It was affected their writing score. It had been proven by the students scores that the researcher got from the english teacher. The VIII-D class had the lowest mean score of writing compared to the other classes, that was 49.

The problem that the English teacher and the students faced above should not be ignored. The researcher had discussed solution of the problems with the English teacher. One of the ways was to use an interesting technique that could arouse the students' interest and motivation in writing class. The technique that was going to use was Spidergram technique. This technique had never been applied before by the English teacher in the classroom. Considering the problems found above, the researcher and the English teacher were agreed to conduct a classroom action research by using Spidergram technique to improve the VIII-D students' participation and their writing achievement. The research was agreed to be conducted collaboratively by the researcher and the English teacher.

Spidergram is a technique that could guide the students to generate their ideas. Generating ideas is a crucial part of writing process. It is particularly important since getting started to write is considered as the most difficult and inhibiting steps [5]. Spidergram is a technique of grouping information [5]. Teacher can apply this technique during writing teaching learning process to guide and help his/ her students in constructing writing. Spidergram works because their visual design allows students to extend their ideas in any direction they want [3]. Spidergram is formed from a

word or a phrase as the main topic which is going to be discussed in the writing that putted in the middle of a paper. The main topic of course has to have some branches. The word or phrase in the branches explains the main topic written.

There were some research findings related to the topic of this research. A previous researcher was done a Classroom Action Research at SMP Negeri 2 Purwoharjo in the 2012/2013 academic year [6]. The subjects of her research were the students of VII-F class at SMP Negeri 2 Purwoharjo. It showed that, the use of Spidergram technique could improve the students' descriptive text writing achievement. The students' writing score in the writing achievement test given improved from 50% in Cycle 1 to 90.32% in Cycle 2. Besides, another researcher reported the improvement of students' writing achievement after being taught by using Mind Mapping technique that can also called as Spidergram [1]. She conducted a Classroom Action Research at SMP Negeri 1 Situbondo to improve the eight grade students' recount text writing achievement. She could improve the students' writing achievement by using Mind Mapping technique in the learning of writing activity from 53.13% in Cycle 1 to 78.12% in Cycle 2. Thus, from these research findings related to the use of Spidergram technique in writing teaching learning activity, it can be concluded that Spidergram is an effective way that could improve the students' writing achievement.

It was believed that the use of Spidergram technique could help to improve the students' active participation and their writing achievement. Spidergram was an interesting technique that keep the students' ideas in a piece of paper, so that their difficulties and confuseness in constructing writing would decrease. It could arouse the students attention, interest and motivation. The students' interest was influencing their writing achievement. Because of that reason, this present research conducted a classroom action research entitled "Improving the Students' Recount Text Writing Achievement by Using Spidergram Technique at SMP Negeri 2 Tanggul"

Research Method

The design of this research was Classroom Action Research. This research was intended to improve the VIII-D students' recount text writing achievement by using Spidergram technique at SMP Negeri 2 Tanggul. Therefore, the classroom action research with the cycle model was applied in this research. Each cycle covered *planning of the action, implementation of the action, observation and evaluation, and reflection*.

The area of this research was SMP Negeri 2 Tanggul, Jember. This school was choosen purposively because of some reasons. The subjects of this reserach still had problems and low score in writing achievement. Besides, the Headmaster of SMPN 2 Tanggul and the English teacher of the eight grade also gave permission to conduct this classroom action research. Moreover, the English teacher was willing to work collaboratively with the reasearcher to conduct this research.

The subjects of this research were the VIII-D students at SMPN 2 Tanggul in the 2013/2014 academic year. The number of the students in this class was 37. Based on the interview, it was known that the VIII D class had the lowest writing mean score compared to other classes. Based on the data got from the English teacher, the writing mean score of the VIII-D class was 49. The students' participation during teaching learning process of writing in this class was also low. Therefore, the VIII-D students at SMPN 2 Tanggul, Jember still needed more improvement. Considering that reasons, they were choosen as the research subjects using Spidergram technique.

There were two kinds of data in this research. They were primary data and supporting data. The primary data was collected from the result of writing achievement test and observation. While the supporting data was collected from interview and documentation. The observation was intended to get the result of students' active participation. Meanwhile, the reading test was aimed to measure the students' writing achievement. Furthermore, the interview was done to get the data in preliminary study. Besides, the documentation was used to get the names of the subjects, the writing mean score of the grade VIII and the previous writing score of the VIII-D students.

Discussion

Based on the observation and students' writing achievement test result, it could be seen that the use of Spidergram technique in the teaching learning process of recount text writing could improve the students' participation and their writing achievement. The use of Spidergram technique that helps students easier to start writing could gain their interest during the teaching learning process of writing. They were enjoy and enthusiast in joining the learning activity. Thus, they paid more attention in the writing class. As a result, the observation checklist in this research showed an improvement of students' active participation average percentage in Cycle 2 that was higher than in Cycle 1. In average, the students who actively participated during teaching learning process of writing increased from 54.05% in Cycle 1 to 70.26% in Cycle 2. Therefore, the students' active participation in Cycle 2 had achieved the target criteria of success that was 60% of the students should participate actively during the learning activity.

Meanwhile, the result of the students' writing achievement test increased from Cycle 1 to Cycle 2. It could be seen from the percentage of the students who got score ≥ 60 as the minimum target score that the students should pass. In Cycle 1, there were only 40% (14 students) of the students who got score 60 or more. The action was continued to the next cycle after revising some problems found in Cycle 1. In Cycle 2, the percentage of the students who pass the target score was increased to 70.27% (27 students) of the students. It indicated that the result of the students' writing test had achieved the target criteria of success in this research. It could be concluded that the use of Spidergram technique could improve the students' writing achievement.

In addition, the results of this research are relevant to the theory that define Spidergram as a technique of grouping information [5]. Besides, it also helps students arranging their ideas by drawing lines to keep the relation between each idea. Spidergram work because its visual design allows students to extend their ideas in any direction they want [3]. Therefore, this technique helps students easier to start writing and to construct it into a good piece of work. In addition, by drawing Spidergram before writing, the students avoided of being confuse to write.

Moreover, this results also relevant to the previous research findings that Spidergram could be used in writing teaching learning activity. The previous researcher found that Spidergram technique could improve the VII-F students' descriptive text writing achievement at SMP Negeri 2 Purwoharjo [6]. The percentage of the students' writing achievement score who passed the standard criteria was 50% in Cycle 1 while in the Cycle 2 it improved to 90.32%. Another researcher who did a Classroom Action Research at SMP Negeri 1 Situbondo also reported that the use of mind mapping technique could improve the eight year students' recount text writing achievement [1]. It was reported that the students' recount text writing achievement improved from 53.13% in Cycle 1 to 78.12% in Cycle 2.

Based on the result above, it could be concluded that using of Spidergram technique can be a good and effective way to help students constructing writing better. It can help teacher to arouse the students' interest and motivation in joining the writing teaching learning process. As a result, their writing achivement would also improved.

Conclusion and Suggestion

Based on the data analysis and the discussion, the following points could be drawn :
1. The use of Spidergram technique could improve the VIII-D students' active participation in writing class at SMPN 2 Tanggul in the 2013/2014 academic year. The improvement of the students' active participation could be seen from the result of observation checklist in Cycle 1 and Cycle 2. The students' active participation increased from 40% in Cycle 1 to 70.26% in Cycle 2.
2. The use of Spidergram technique could improve VIII-D students' writing achievement at SMPN 2 Tanggul in the 2013/2014 academic year. The improvement could be seen from the number of the students who could got score 60 or higher. It increased from 40% in Cycle 1 to 70.27% in Cycle 2.

Based on the research results, these suggestions are given to the following people:
1. The English teacher
   It is suggested to the English teacher to apply Spidergram technique in teaching writing achievement because from the research result it was proved that Spidergram technique could improved the students' active participation and their writing achievement.
2. The students
   The students of SMP Negeri 2 Tanggul are suggested to use Spidergram technique in constructing writing because it could help them in generating ideas what to write and produce a good piece of writing
3. The future researcher
   The future researchers who have problem in teaching writing are suggested to use Spidergram technique because from the research result found it could help the students to improve not only their interest and active participation in the teaching learning process but also their writing achievement. The future researcher may increase the target minimum score in the next research. The indicators that are going to be observed to measure the students' participation could be modified into the better one.

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