USING BIOPOEM TECHNIQUE TO IMPROVE THE RECOUNT TEXT WRITING SKILL OF THE TENTH GRADERS OF SMA NEGERI 1 MAGELANG IN THE SCHOOL YEAR 2015/2016

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Abstract

Writing is considered important for the high school students. However, the X MIA 6 Peminatan students of SMA Negeri 1 Magelang still find difficulty in writing the recount text. There are two objectives of the study in this research. The first is to know whether the use of Biopoem technique can increase the recount text writing learning motivation of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016. The second is to know how great the improvement of the recount text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016 who are taught using Biopoem is. The writer conducted a classroom action research.To collect the data, the writer uses non-test (observation, questionnaire, documentation) technique and test technique. The data are analyzed using qualitative and quantitative data analysis technique. Based on the writer's observation and questionnaire, it shows that there are some changes in the students' learning motivation after the writer taught using Biopoem technique. There are also improvement of the test mean scores. Based on the description above, the writer concludes that the use of Biopoem technique can increase the students' recount text writing learning motivation and there is a significant improvement of the recount text writing skill after they were taught using Biopoem technique.

Keywords – Biopoem Technique, Writing Skill, Recount Text

Introduction

Based on the English curriculum of 2013 for Senior High School, this curriculum emphasizes the scientific-approach (scientific learning) with a model-based learning (problem-based learning), learning-based discovery (discovery learning), and project-based learning. There are some factors that influence the students in mastering English especially the writing skill. Several factors come from the students themselves. The tenth grade students of SMA Negeri 1 Magelang have low motivation and they are not interested in writing English. It is proven by the condition of writing class. The teacher sometimes dominates the teaching-learning process and does not encourage the students to be active. This condition makes students feel bored and is not interested with the lesson. They also still confuse especially in writing biography recount because they usually stuck on descriptive. They still have difficulty to differenciate between recount and descriptive. Therefore, the goal of writing skill cannot be reached, and they cannot comprehend the recount text correctly. Based on the problem mentioned above, the writer is interested to seek the last case of the background of the study which concerned about the creativity of teaching writing skill. The objectives of the study can be stated as follows: To know whether the use of Biopoem technique can increase the recount text writing learning motivation of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016 and To know how great the improvement of the recount text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016 who are taught by using Biopoem technique is.

Motivation remains as one of foreign language acquisition (Taha, 2007). Brown (2000: 160) argues that a cognitive view of motivation includes factors such as the need for exploration, activity stimulation, new knowledge, and ego enhancement. Meanwhile, writing is more complex than just write down something on a paper. According Brumer and Clark (2008: 4), writing is a process of gathering the symbols of communication and transfers it into a text that can deliver the thought and opinion. It shows that writing is a result of the writer's activity in gathering those symbols into a sentence or text. Then, writing commonly contains the writer's ideas, opinion, or messages. Brown (2004: 218) defines writing as a convention for recording speech and for reinforcing grammatical and lexical features of language.

According to Gerot's and Wignell's ideas (1994: 17) recount is a text that has a function to retell events for the purpose of informing and entertaining. Recount text is a text which list

and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of the recount text is to retell events with the purpose of either informing or entertaining their audience (or both), (Anderson and Anderson, 2002: 3). In other hand, Hyland (2003: 5) asserts that that recount text is a text that tells about past experience or events. It can be based on the author's personal experience or historical events or it can be imaginative, whereby the author has not direct link to recalled events.

Biopoem technique uses patterned poems (Biopoems) that allow readers to reflect on the subjects of biography or fiction. (Geer and Roots, 1985). Mildred (2003) states that Biopoem is a technique to help students look for and recognize distinctive traits in character of the novel. Students focus on one character and give his/her interpretation of the character's personality. Laura (2012) asserts that Biopoem is a simple poem written about person, and it follows a predictable pattern. Biopoem generally does not rhyme, and they can be autobioraphical or biographical.

Methodology

The type of this research is Classroom Action Research. The subject of the research is the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016. The writer took one class as the subject that is the X MIA 6 Peminatan students which consists of 14 male and 14 female students. The techniques of collecting data which were used in this research are test and non test. In analyzing the data, the writer used Qualitative (Data Reduction, Data Display, Conslusion Drawing and Verification) and Quantitative data.
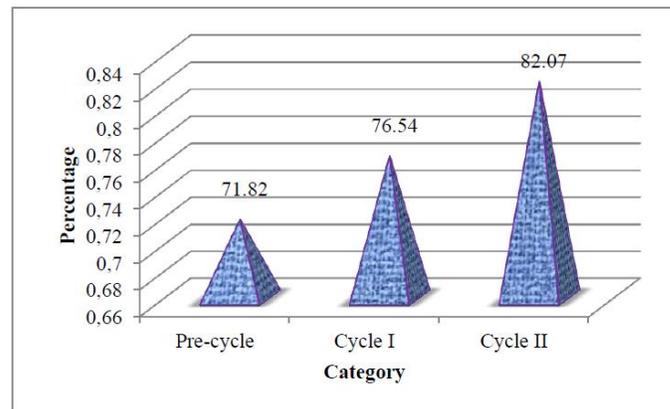
Finding(s) and Discussion

Based on the result of the observation and photo documentation in Pre-cycle, it shows that the students' participation, motivation, confidence, and interest in writing class were still low. From the problem appeared in this cycle, the average score of Pre-cycle test was only 71.82. In Cycle I, the writer applied Biopoem Technique to overcome the problem in Pre-cycle. The result of Cycle I test reached the average score of 76.54. In Cycle II, the students' motivation and behavior during the writing class increased. They seemed more interested in writing using Biopoem Tehcnique. As the result, their average score reached 82.07. The writer compared the result of Pre-cycle, Cycle I, and Cycle II test to know the students' improvement of recount text writing. Below is the table of the improvement.

The Result of Writing Test in All Cycles

Assessment Aspect	Mean of score			Improvement (100%)		
	PC	CI	CII	PC-CI	CI-CII	PC-CII
Writing	71.82	76.54	82.07	4.72	5.53	10.25

The Result of Writing Test in All Cycles

Conclusion(s)

Based on the analysis of the data in Pre-Cycle, Cycle I, and Cycle II, the writer concluded as follows:

1. The use of Biopoem Technique can improve the students' learning motivation of the recount text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016. In Cycle I, the students had been motivated using Biopoem technique. It can be seen from the result of the students' observation score which is 80%. In Cycle II, the students' observation score is 89%. It can be concluded that in Cycle II, the students had been more motivated in joining the teaching-learning process. They are more enthusiastic and have a better participation in the recount text writing class.

2. There is a great improvement of the students' recount text writing skill of the tenth graders of SMA Negeri 1 Magelang in the school year 2015/2016 who are taught using Biopoem Technique. It can be seen from the students' mean of score in Pre-cycle is 71.82. It increased in Cycle I became 76.54. Finally in Cycle II the students' mean of score became 82.07. It has reached the minimum requirement standard score of writing in SMA Negeri 1 Magelang which is 78 and more than 75% of the students got score 78 in writing class.

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