USING Y CHART TECHNIQUE TO IMPROVE THE DESCRIPTIVE TEXT WRITING SKILL OF THE SEVENTH GRADERS OF SMP 2 BOROBUDUR IN THE SCHOOL YEAR 2017/2018

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Abstract

Writing is one of the language skills which has an important role for the students to express their feeling and ideas. However, the seventh graders of SMP Negeri 2 Borobudur in the school year 2017/2018 still got difficulty in writing, especially in writing descriptive text. There are two objectives of this research. First, it is to know how great the use of Y Chart Technique can increase the learning motivation of descriptive text writing of the seventh graders of SMP N 2. Second, it is to know how great the improvement of the descriptive text writing skill of the seventh graders of SMP N 2 Borobudur in the school year 2017/2018 who are taught by using Y Chart Technique. The writer conducted a classroom action research. The subject of this research was the class of VII A of SMP Negeri 2 Borobudur in the school year 2017/2018 involving 17 females and 6 males. The writer implemented three phases in this research; they are Pre-Cycle, Cycle I and Cycle II. The writer used observation sheet, questionnaire, and documentations to collect the data. Based on the above results, the writer concludes that the use of Y Chart Technique can increase the students' learning motivation in writing descriptive text and there is a great improvement of the descriptive text writing skill of the tenth graders of SMP Negeri 2 Borobudur in the school year 2017/2018. The writer suggests the teachers and the students to use Y Chart technique as an alternative teaching and learning.

Keywords – Y Chart Technique, Writing Skill, Descriptive

Introduction

Based on 2013 Curriculum of junior high school, the learning process is student centered. Students should be active to get information about the subject by themselves. The teacher facilitates and helps them to solve the problems in learning process. The students need help from the teacher to improve their writing skill because they still need to be guided to do the writing process. In the first grade of junior high school, the basic competency that should be achieved by students in the writing English subject is the ability to develop and produce simple written functional text in the descriptive text, recount text, and narrative text. However, the writing ability of grade VII students at SMP N 2 Borobudur still creates disappointment among students themselves as well as teachers. Students find difficulties in writing certain type of text, especially in descriptive text. In writing descriptive text, the writer is required to have good vocabulary mastery in order to be able to describe something or someone clearly. Students with poor vocabulary mastery often make mistakes in selecting the appropriate words to describe the characteristics of the subject. They also complain that they cannot think of ideas to write the descriptive text. The average score of the students' English writing is less than minimum requirement standard scores of writing in SMP N 2 Borobudur which is 75. Most of students spend much time at the planning stage yet they are still confused how to start their writing. They do not know how to organize their ideas and some of them do not have any idea. With those problems, students find writing as a task. It makes them less interested in writing. Moreover, the
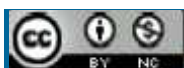
teacher uses writing materials and activities mostly from the textbook which is not effective to encourage and support students' learning. Considering the issues above, the writer is motivated to conduct an action research by using Y Chart technique in the writing instructions. The study is an attempt to improve student's ability in writing descriptive text.

Based on the problems above, there are two objectives of this research. First, it is to know how great the use of Y Chart Technique can increase the learning motivation of descriptive text writing of the seventh graders of SMP N 2. Second, it is to know how great the improvement of the descriptive text writing skill of the seventh graders of SMP N 2 Borobudur in the school year 2017/2018 who are taught by using Y Chart Technique.

Harmer (1988: 51) states that motivation is some kind of internal drive which pushes someone to do some things in order to achieve something. Based on this statement, motivation is physical forces that comes from the within someone internal drive which pushes to do something.

Hyland (2004: 09) explains that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

According to Oshima and Hogue (1997: 50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. Hill and Jane (1995: 1), Y Chart technique is a graphic organiser that requires the brainstorming of ideas around three dimensions what a particular topic or situation 'Look Like', 'Sound Like', and 'Feels Like'. It means that the students make a paragraph based on three parts. This technique can help the students give their ideas organized. It will make the students get easy to develop into paragraph.

Methodology

The type of this research is Classroom Action Research. The subject of this research was focused on seventh graders A of SMP N 2 Borobudur in the school year of 2017/2018. There were 23 students consist of 17 females and 6 males. This action research has done in three cycles. Each cycle consists of two meetings. 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, Conclusion, Drawing and Verification) and Quantitative data.

1. Quantitative Data
Quantitative data were taken from the result of students' narrative text writing test in pre-cycle, cycle I and cycle II. Before the data were analyzed, it was needed to find the sum of students' score and number of respondents. Firstly, the students' writing test scores were classified based on the span of score to know how many scores which were in span of 85-100, 70-84, 60-69, 50-59, and <50. After the data have gotten, those scores were summed for finding the sum of score. In addition, to know the number of respondents, the writer also classified the number of students who got the score based on the span of score. Then, the amount was coupled to get the number of respondents.

$$M = \frac{SS}{R}$$

Explanation:

M   : Mean

SS   : Sum of the students' score

R   : Number of respondents

After finding the average of the score, the writer calculated and classified the average scores of students' writing skill using the following analytical rating score based on Brown's concept.

Table 1. Analytical Rating Score

No.	Category	Span of Score
1.	Very good	85-100
2.	Good	70-84
3.	Fair	60-69
4.	Poor	50-59
5.	Very poor	< 50

2.   Qualitative Data

To analyze the qualitative data, the writer used descriptive analysis. The data was collected through the observation, questionnaire, and documentation. The writer used Miles and Huberman's model (1994:23) which consist of Data Reduction, Data Display, and Conclusion Drawing and Verification

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 6291. In Cycle I, the writer applied Y Chart Technique to overcome the problem in Pre-cycle. The result of Cycle I test reached the average score of 70.91. In Cycle II, the students' motivation and behavior during the writing class increased. They seemed more interested in writing using Y Chart Technique. As the result, their average score reached 77.21. The writer compared the result of Pre-cycle, Cycle I, and Cycle II test to know the students' improvement of descriptive text writing. Below is the table of the improvement.

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Table 2. the result of writing test in all cycle

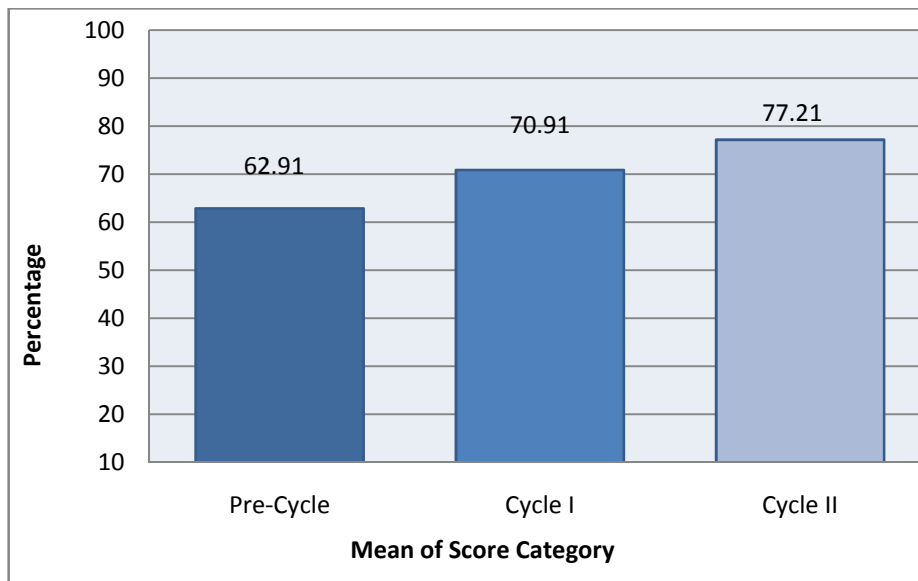| Assessment Aspect	Mean of Score			Improvement		
	PC	**CI**	**CII**	**PC-CI**	**CI-CII**	**PC-CII**
Writing Skill	**62.91**	**70.91**	**77.21**	**8**	**6.3**	**14.3**
Category	Fair	Good	Good			

Figure 1. The result of writing test in all cycle

Conclusion

Based on the analysis of the data in Pre-Cycle, Cycle I, and Cycle II, the writer concluded some points. First, the use of Y Chart Technique can improve the students' learning motivation of the descriptive text writing skill of the seventh graders of SMP Negeri 2 Borobudur in the school year 2017/2018. In Cycle I, the students had been motivated using Y Chart technique. It can be seen from the result of the students' observation and questionnaire in both cycles show that the students' had been more motivated in joining the teaching-learning process. They are more enthusiastic and have a better participation in the descriptive text writing class.

Second, there is a great improvement of the students' descriptive text writing skill of the seventh graders of SMP Negeri 2 Borobudur in the school year 2017/2018 who are taught using Y Chart Technique. It can be seen from the students' mean of score in Pre-cycle is 62.91. It increased in Cycle I became 70.91. Finally in Cycle II the students' mean of score became 77.21. It has reached the minimum requirement standard score of writing in SMP Negeri 2 Borobudur which is 75.

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