

USING WRITING FRAMES TO IMPROVE DESCRIPTIVE TEXT WRITING SKILL OF THE TENTH GRADERS OF MAN KOTA MAGELANG IN THE SCHOOL YEAR 2018/2019

Amalia Nisaul Haqi

English Department, Faculty of Education and Teachers Training, Universitas Tidar

Indonesia

icha88.amalia@gmail.com

Abstract

Writing is about sharing ideas in the form of written text. The students need detail understanding about language components, for example grammar, vocabulary, punctuation and spelling. There are two main objectives of this research. First, is to know the increase of the learning motivation in descriptive text writing skill. Second, is to measure the improvement in descriptive text writing skill of the tenth graders of MAN 1 Kota Magelang in the school year 2018/2019 who are taught using Writing Frames technique. The subject of this research is X Religion 3 class of MAN Kota Magelang. The writer conducted a classroom action research that was divided into Pre-Cycle, Cycle I, and Cycle II. In the collecting data, the writer used non-test (observation, questionnaire, and documentation) and test technique. As the results, the mean of the students' score in Pre-cycle were 68.00, in Cycle I it was 72.73, while in Cycle II it was 78.11. The improvement from Pre-Cycle to Cycle II was 10.11 points. As suggest, both for the teacher and the students, can use Writing Frames technique as an alternative way in teaching and learning process of writing.

Keywords: Motivation, Learning, Writing Skill

Introduction

Writing is one of four language skills that should be mastered by students besides speaking, reading and listening. Writing is about sharing ideas in the form of written text. Here, the students need detail understanding about language components, for example grammar, vocabulary, punctuation and spelling. From the statements above, the writer can conclude that writing is very important as medium of communication, because it can help us to have a good socialization, can express our idea, feeling, and our opinion so that we can have a good interaction with our society.

There are some definitions of motivation proposed by some expert. Harmer (1988: 51) stated 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.

In writing, the researcher has to construct the background and the concept of knowledge in mind. Harmer (2007) states writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. To improve students writing skill, there are many technique that can be used by the teacher in teaching writing. One of the technique is by using Writing Frames technique. Writing frames are templates consisting of starters, connectives and sentence modifiers which offer children a structure for communicating what they want to say. (Bereiter and Scardamalia, 1985) argues that children's early attempts at non-fiction writing might successfully be scaffolded by framing structures.

The first previous study is written by Sri Sadana (2016). This technique findings show that Content Based Instruction can improve students' writing ability in descriptive text. Content Based



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

Instruction gave the students steps to learn to make a descriptive text. The improvement of students' writing ability also supported by the achievement of students' test score.

Methodology

The type of this research is Classroom Action Research (CAR). Since it to collect and interpret data that involved some cycles. It means that it is conducted to improve and make up learning condition and situation in order to make something better than before that is repeated in cycle procedures. The subject of this research will be the students of X Religion 3 of MAN Kota Magelang in the school year 2018/2019. The researcher collected data at MAN Kota Magelang which is located on Jl. Raya No.1, Payaman, Secang, Magelang. MAN Kota Magelang.

This research is divided into pre-cycle, cycle I and cycle II. The main concept of action research consists of four components: (1) planning, (2) acting, (3) observing, and (4) reflecting. The technique of collecting data used test and non-test. The researcher also used quantitative data and qualitative data to analyze the data. The quantitative data analysis can be taken by collecting the students' score. To assess the percentage of scores used formula as follows:

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

Explanation:

SP : Mean

SS : Students' Score

R : Total number of respondent.

Findings and Discussion

The Result of Pre cycle

The average score of the Pre-cycle test is 68.00 while the standard score is 75. It shows that Pre-cycle test has not reached the standard score. It belongs to fair category.

The Result of Cycle I

The average score of Cycle I is 71.00. It belongs to good category but it is not good enough. It has not reached the standard score.

The Result of Cycle II

The average score of cycle II test is 80.19. This result shows that the teaching learning process in this Cycle is the most successful than cycle I. It can be seen in the diagram below.



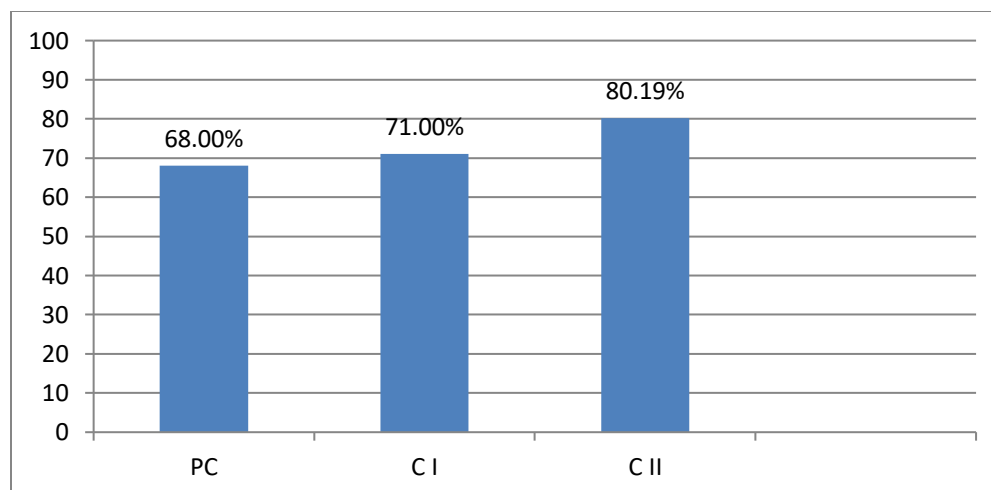


Figure 1 The Improvement of All Writing Test

The Result of Observation in All Cycles

In pre cycle, the mean of motivation in learning English just reached 48.39 %. Then, for the cycle I increased to 60.37% while for the cycle II have reached 82.68%. It can be seen on the table below.

Table 1. The Result of Observation in All Cycles

| Assesment Aspect | Improvement Score | | | Improvement | | |
|--------------------|-------------------|-------|-------|-------------|--------|--------|
| | PC | CI | CII | PC-CI | CI-CII | PC-CII |
| Observation | 48.39 | 60.37 | 82.68 | 11.98 | 22.31 | 34.29 |
| Category | Very Low | Fair | High | | | |

The Result of Questionnaire in All Cycles

Questionnaire was given to the students from pre cycle until cycle II during the teaching learning activity. The result of the questionnaire can be seen on the table below.

Table 2 The Result of Questionnaire in All Cycles

| No | Questions | Cycle I | | Cycle II | |
|-----|--|---------|----|----------|----|
| | | Yes | No | Yes | No |
| 1. | Do you like learning English? | 12 | 14 | 18 | 8 |
| 2. | Do you like studying descriptive text? | 10 | 16 | 16 | 10 |
| 3. | Does your teacher explain the material clearly? | 14 | 12 | 18 | 8 |
| 4. | Are you bored with the teacher's explanation? | 13 | 13 | 10 | 16 |
| 5. | Are you able to understand the descriptive text from your teacher's explanation well? | 14 | 12 | 18 | 8 |
| 6. | Does your teacher use technique in teaching writing class? | 16 | 10 | 19 | 7 |
| 7. | Do you have high motivation after the teacher uses writing frames technique? | 15 | 11 | 19 | 7 |
| 8. | Are you able to understand the material after the teacher uses writing frames technique? | 16 | 10 | 19 | 7 |
| 9. | Do you like writing frames technique? | 17 | 9 | 20 | 6 |
| 10. | Do you feel that technique can improve your writing skill? | 17 | 9 | 19 | 7 |



Conclusions

Based on the analysis of the data in Pre-Cycle, Cycle I and Cycle II test, it could be concluded that using Writing Frames Technique can increase the students' learning motivation of descriptive text writing skill of the tenth graders of MAN 1 Kota Magelang in the school year 2018/2019. It can be seen from the result of the students' observation score in Cycle I is 60.37%. In Cycle II, the result of the students' observation score is 82.68%. It can be concluded that the students' learning motivation have increased. The students are enthusiastic and have better participation in learning process.

There is a great improvement in descriptive text writing skill of the tenth graders of MAN 1 Kota Magelang in the school year 2018/2019 who are taught by using Writing Frames. It can be seen from the students' mean of score in Pre-Cycle is 68.00. It is increased in Cycle I became 71.00. In Cycle II, the students' mean score became 80.19. It has reached the minimum requirement standard score of MAN 1 Magelang, which are 75 and more than 75% of the students got score 75 in descriptive text writing skill.

References

- Bereiter, C. and Scardamalia, M. (1985) *"Children's difficulties in learning to compose."* In Wells, G. and Nicholls, J. (eds) *Language and Learning: An Interactive Perspective*. Basingstoke: Falmer Press
- Sadana S. (2016). *Improving Students Writing Ability in Descriptive Text Through Content Based Instruction*. Surakarta. IAIN Surakarta

