

INCREASING STUDENTS' WRITING ABILITY BY USING *THE MAGIC BACK AND FORTH* MEDIA AT CLASS IX-B SMPN 3 X KOTO SINGKARAK

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Abstract

The aim of this research is to find out whether the students' ability in writing procedure text can be increased by using the 'Magic Back and Forth' Media or not. So, the title of this Classroom Action Research is "Increasing Students' Writing Ability by Using the Magic Back and Forth Media at Class IX-B SMPN 3 X Koto Singkarak". This research is Classroom Action Research (CAR) and the subject of the research is 29 students of class IX-B. The research was conducted in two cycles which there were four steps for each cycle; planning, acting, observing and reflecting. The data were collected through observation, questionnaire, and conducting the test after implementing each cycle. The results of each cycle showed that the students' writing ability can be increased by Using the 'Magic Back and Forth' Media. It can be seen from the result of the tests'; 71,9 at cycle 1 and 77,7 at cycle 2.

Key Words: *writing ability, procedure text, magic back and forth media.*

A. INTRODUCTION

Writing is one of the language skills that must be mastered by the students since Junior High School level. The students are expected to express their ideas, opinion, feeling and emotion well. They should attempt to compose a good writing in order reader can understand and comprehend what they are writing.

Based on the writer's experience and observation at SMPN 3 X Koto Singkarak especially at class IX-B, there were three problems found in teaching writing. First, the students were lazy to write although the teachers had given the model before asking the students to compose their own text. Second, the teachers had difficulties in motivating the students to write. It can be seen when the students wrote the text they just cheated their friends' writings. Third, when they tried to create their own text, they had no enough vocabularies to be developed.

Furthermore, based on the writer's interview to some English teachers and the writer's experience herself, there are many aspects which cause these phenomena. The causes are from the students, from the teachers, and because of lack of facilities.

Lack of vocabulary is one cause from the students' sides. When they are asked to create the text, they confused, do not know what to do. They cannot create because they have limited vocabulary. Beside that, the students' motivation in studying English is still low. It can be seen during the teaching and learning process of English subject they just keep silent, they ask permission in turn, they do not involve in teaching process actively, and the worst one they never do the activities during the process.

The causes which come from the teachers for examples, the teachers implement monotonous teaching technique which is not interesting for the students. Furthermore, there are some English teachers who do not master the materials well. They come into the classroom only with a book or a students' worksheet then they ask the students to do activity by activity in the book or in the students' worksheet regularly without any variation. This way happened again and again which emerges the students's boredom.

Lack of facilities is also the cause of the students' low ability in reading comprehension. One book is used for four students

which means they cannot own the book. Therefore, it is very difficult to find other resources to support their reading skill.

Based on background of the problem there are some problems related to teaching and learning process especially in developing writing skill. The problems can be identified as follows, students' low motivation to study English especially in writing skill, lack of vocabulary to develop writing ability, lack of facilities to support teaching and learning process, uninterested techniques which are implemented by the teachers, unappropriate techniques and lack of teaching media, since there are many problems should be overcome to increase the students' writing ability, in this research the writer limited only to the media used in teaching and learning process especially writing skill. The writer did a classroom action research (CAR) about increasing the students' writing ability by using *magic back and forth media*.

Based on the explanation above English teachers should be able to increase the students' writing ability. They should be creative to select teaching technique and media. To solve the problems, the writer used a specific media which is named *magic back and forth media*. The media contains pieces of corks with the pictures on each piece and some hidden words behind it. The media can be turned around and can be taken. The writer chose procedure text as the material of teaching because it is one of the genres stated in English curriculum for the ninth year student, and it is mostly found in daily life. The writer expects this media can increase the students' ability in writing procedure text. The writer formulated the problem into the following question: Can *magic back and forth media* increase the students' ability in writing procedure text for class IX- B SMPN 3 X Koto Singkarak?

The purpose of the research is to increase the ability of the students at class IX-B at SMPN 3 X Koto Singkarak in writing procedure text, the writer expects that this research could give a new choice for the writer herself in her effort to

increase and improve technique of teaching and learning process especially in developing writing skill. It is expected that this research also could give contribution to other English teachers in order to develop their teaching techniques especially in developing writing skill. The writer also hoped this research can be an input to headmaster, so he will consider to facilitate English teachers in order to improve teaching quality. The writer expected that this research can also be a contribution to Educational Department in determining a policy in educational field.

1. Concept of Writing

Nostrand at all (1978) state that writing is a process of selecting and organizing about a given subject in a way that will enable the reader to understand what they want to say. Hudelson in Malley and Pierce (1996) explain that in process writing, students are involved in the construction of narratives on topics in which they have personal interest.

Hamp-Lyons in Malley and Pierce (1996) declare that writing is a personal act in which writers take ideas or prompts and transform them into 'self-initiated' topics. To write students need to incorporate the purpose or prompt into their own unique approach to write. They add that writing is also communicated. You can communicate only when you find some connection among your pieces of information. You communicate by making assertions about those connections, not by naming a subject. Writing consists of asserting relationships among pieces of information. You start with a subject, but the subject is not very helpful once you begin to write. You move beyond it as soon as you find your first relationship. Process of writing, sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a

draft, reading and reviewing it, then revising and editing.

2. Concept of Procedure Text

The materials of teaching stated in Competence-Based Curriculum 2004 and School-Based Curriculum 2006 are based on the genres. Martin (in Nunan 1999) defines that a genre is a staged, purposeful, socially, constructed communicative event. Such events generally result in spoken and written text that can be differentiated according to their generic structure and grammatical features. He also defines that Genre is as goal-oriented, staged social process. Genres are social process because member of culture interact to achieve them. Nunan (2000) states that genre refers to a purposeful, socially-constructed, and communicative event.

Procedure text is one of the genres stated in English curriculum. It is mostly found in people daily life. Procedure text is designed to describe or explain how something is achieved through a sequence of actions or steps. It explains how people perform different process in sequence of works in a good sequence (Competence-Based Curriculum 2004 and School-Based Curriculum 2006).

Dewianka (in Depdiknas 2005) states that procedure text shows us how something is done through a serial of steps or actions. The social function of procedure text is how to show the way for doing actions. Some of the social functions of procedure texts are; giving instruction, giving warning, showing operation guideline, stating temporal sequence, and others.

As stated in English curriculum, procedure text has generic structure in which consists of; the title or goal, classification or definition, list of materials (optional), and serial of steps sequenced in logical order. The title refers to the goal of the text or what will be explained. The classification or definition refers to the kind of goal, such as how to make something, how to do something, how to do some instructions, how to find or go to

somewhere, and others. The list of materials refers to the material that is used or needed based on its title. And series of steps refer to the sequence of steps in logical order, how the steps are done from the beginning to the end.

3. Media

The word media is derived from Latin. It is the plural form of medium. Denotatively, it means *mediator or message porter* from the sender to the receiver.

There are many limitations which have been given by the people related to media. Association of technology and Educational Communication in America limits media as all forms and channels which are used by the people to tell the message or information. Gagne in Ur (1988) states that media are all components around the students' environment which can stimulate the students to study. Beside that Briggs (1997) defines media as all physical tools which can give the message to the students and can stimulates them in learning. Different idea is given by National Education Association (NEA). Media are all forms of printed communication and audiovisual with all their equipments.

Based on explanation above the writer has created a new media which can be categorized as visual one. The writer named the media as *magic back and forth* media which means that the media can be used 'magically' at back and forth. Surprisingly when the students take one piece of the media, they will get some words at the back of it which can help them to write.

B. METHOD OF THE RESEARCH

The writer conducted the research in two cycles which was started in October and ended in November 2008. This time was decided based on the schedule in syllabus which teaching and learning process focuses on essay texts, especially procedure text.

The research has been conducted at SMPN 3 X Koto Singkarak and the subject of this research is the students of SMPN 3 X Koto Singkarak especially class IX B.

The writer chose this class because the students in this class has low motivation and ability to study English especially in writing skill.

There were some techniques of collecting the data which the writer used in this research; test which was given before and after implementing the first cycle and after implementing the second cycle. The tests were used to see the development of writing ability. Observation was done by other English teachers as the writer's collaborators at her school. They observed the process of implementing an action (using the *magic back and forth* media) in teaching and learning process. The writer also has collected the data using questionnaire. The questionnaire was given to the the students after implementing the action at the first cycle and after implementing the action at the second cycle.

The writer determined performance indicator based on Minimum Achievement Criteria (MAC) or '*Kriteria Ketuntasan Minimal KKM*'. The MAC is 62, so in this research the performance indicator is 62. It means the writer expects that the students results must be over 62 at the first cycle. It could be higher for the second cycle.

1. Procedure of the Research

a. Plan

- Designing the lesson plan which includes the activities or steps in using the *magic back and forth* media.
- Preparing media that will be used to attract the students' attention during teaching and learning process.
- Arranging group of students which each group should have one as a leader.
- Preparing the observation checklist.
- Preparing the questionnaire.
- Preparing the writing tests. The writing tests will be given at the end of each cycle in order to know the development of writing ability
- Designing the rubric of evaluation

b. Action

The action were done in accordance with the steps of lesson that has been arranged, they were:

- Inviting the students to mention the pictures on the *magic back and forth* media one by one (when changing the pictures one by one the students were asked to close their eyes, the teacher said "abracadabra")
- Choosing one of the pictures and lead the students to mention the procedure of operating it.
- Eliciting the students' answers.
- Preparing jumbled sentences and sticking them on the wall
- Asking the students to arrange the sentences in turn
- Discussing the students' works and stressing the use of time of sequence (first, second, next, after that, and then, finally, etc)
- Inviting one of the students to practice the text
- Grouping the students cooperatively
- Asking the leader to choose one of the numbers
- Asking the leader to take a piece of *magic back and forth* media (one for each) based on the number they got
- Asking the students to create procedure text (there were some helping words at the back of the *magic back and forth* media)
- Monitoring and facilitating the students while doing the tasks
- Inviting the students to present their work in front of the class
- Giving reward to the group that got the highest score

c. Observation

Observation has been done during the action. The researcher asked another English teacher (collaborator) to observe the process. As guidance the collaborator used observation sheet during the teaching and learning activities.

d. Reflection

At the end of the first cycle, the writer reflected the three stages that had been done especially in action. The writer considered whether the action was appropriate for the students or not. The

writer did the reflection based on the data had been collected.

D. DATA DESCRIPTION AND DISCUSSION

The Result of the Tests

Before implementing Classroom Action Research using the *magic back and forth media*, the results of the tests were not so good. The results can be seen in table 1:

Based on the results of the tests which were done before conducting classroom action research only 45 percent of the students could pass the minimum achievement criteria (*KKM*) 62 with the average of the test is 61,6. Therefore the writer conducted the classroom action research, which used the *magic back and forth media* to improve the students' writing ability.

Table 1: The Description of the Tests before using *magic back and forth media*

No 1	Result	Number of students	Percentage	Description
1	90 – 100	-	0 %	Excellent
2	80 – 89	3	11 %	Very Good
3	65 – 79	7	25 %	Good
4	55 – 64	10	34 %	Fair
5	0 - 54	9	30 %	Poor
	Average	61,6		

Table 2: The Description of the Tests after using *magic back and forth Media* in Cycle 1

No 1	Result	Number of students	Percentage	Description
1	90 – 100	2	7 %	Excellent
2	80 – 89	6	21 %	Very Good
3	65 – 79	11	38 %	Good
4	55 – 64	9	31 %	Fair
5	0 - 54	1	3 %	Poor
	Average	71,9		

The results can be described as follows; two students could get the score from 90 up to 100 in the level of *excellent*, 7 % of the students. Six students got the score in the range of 80 up to 89 which means 21 % percent of the students could pass *very good* criteria. Eleven students could get the results in the range of score between 65 up

to 79 or 38 % of the number of students in the class got *good* criteria. Nine students got the range of score from 55 to 64 or only 31 % from the number of students got fair. Only one students got the score from 0 to 54, in other words 3% of the students got *poor* criteria.

Table 3: The Description of the Tests after using *magic back and forth media* at the second cycle

No	Result	Number of students	Percentage	Description
1	90 – 100	4	14 %	Excellent
2	80 – 89	7	24 %	Very Good
3	65 – 79	17	59 %	Good
4	55 – 64	1	3 %	Fair
5	0 - 54	-	0 %	Poor
Average		77,7		

The results can be described as, four students could get the score from 90 up to 100 in the level of *excellent*, which means 14 % of the number of students. Seven students got the score in the range of 80 up to 89 or 24 % of the students could get *very good* criteria. Seventeen students could get the results in the range of score between 65 up to 79 or 59 % of the number of students in the class got *good*

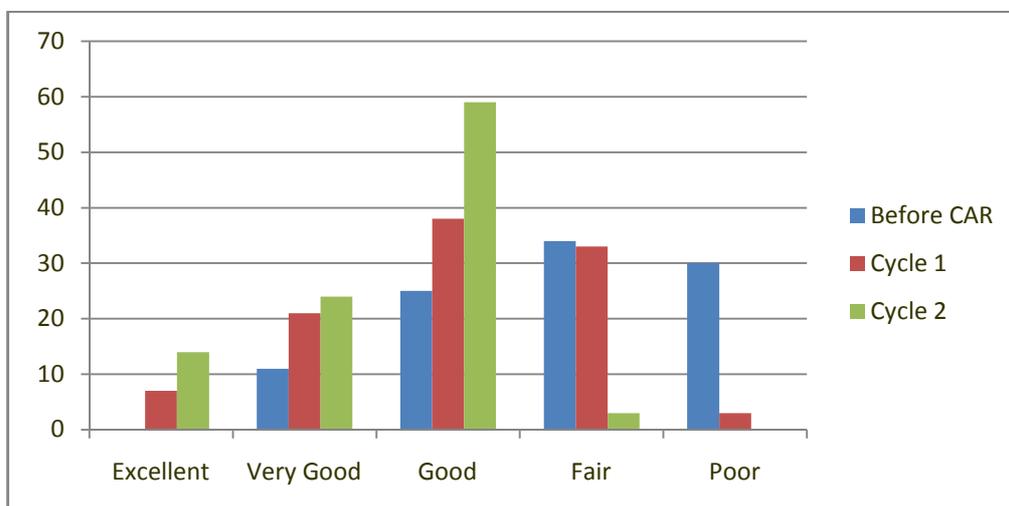
criteria. Only one student got the range of score from 55 to 64 or only 3 % from the number of students got *fair*. No one of the students got the score from 0 to 54.

Based on the results can be seen that 97 % of the students could pass the Minimum Achievement Criteria. It means that using the *magic back and forth media* could increase the ability of the students in writing.

Table 4: Results of the Tests before and after Conducting CAR

No	Criteria	Before CAR		Cycle 1		Cycle 2	
		Number	%	Number	%	Number	%
1	Excellent	-	0	2	7	4	14
2	Very Good	3	11	6	21	7	24
3	Good	7	25	11	38	17	59
4	Fair	10	34	9	31	1	3
5	Poor	9	30	1	3	-	0
Number		29	100	29	100	29	100
Average		61,6		71,9		77,7	

Graph1: The graph of the result of the tests:



b. The Results of Observation

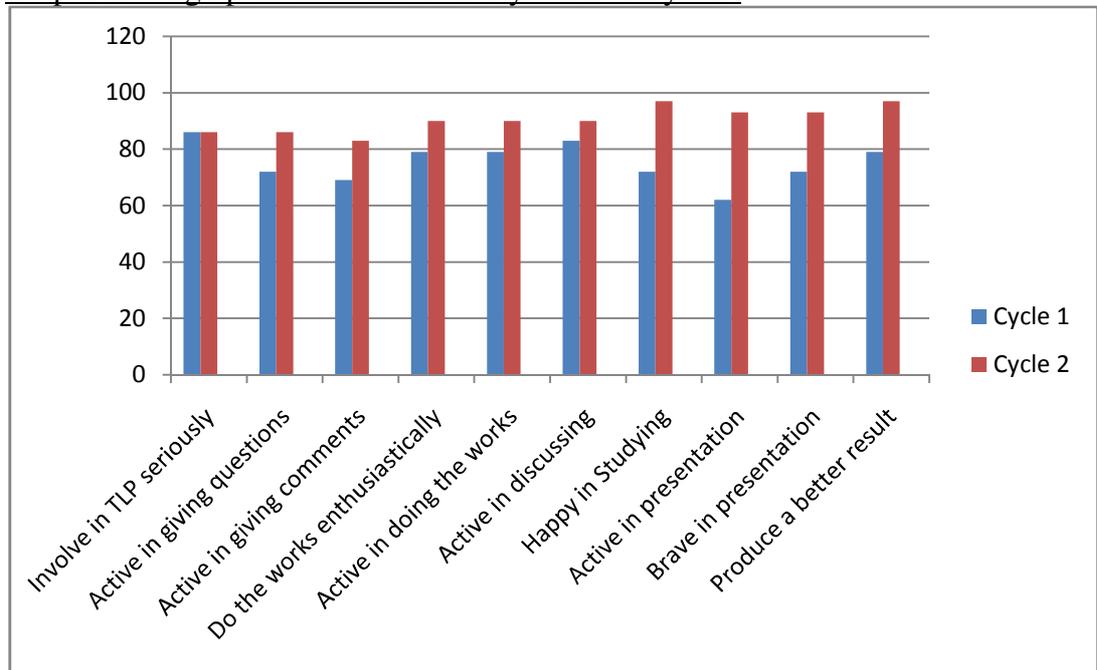
Observation was done by the writer's collaborator in each meeting when the

writer used *magic back and forth* media. At the first cycle the observer found that:

Table 5: The Results of Observation

No	Statements	Cycle 1		Cycle 2	
		SS	%	SS	%
1	Involve in teaching and learning process seriously	25	86	25	86
2	Active in giving questions	21	72	25	86
3	Active in giving comments	20	69	24	83
4	Do the works enthusiastically	23	79	26	90
5	Active in doing the works given	23	79	26	90
6	Active in discussing	24	83	26	90
7	Happy in studying	21	72	28	97
8	Active in presenting their works	18	62	27	93
9	Brave to present their works in front of the class	21	72	27	93
10	Produce a better result	23	79	28	97

Graph 2: The graph of observation of cycle 1 and cycle 2



c. The results of Questionnaire

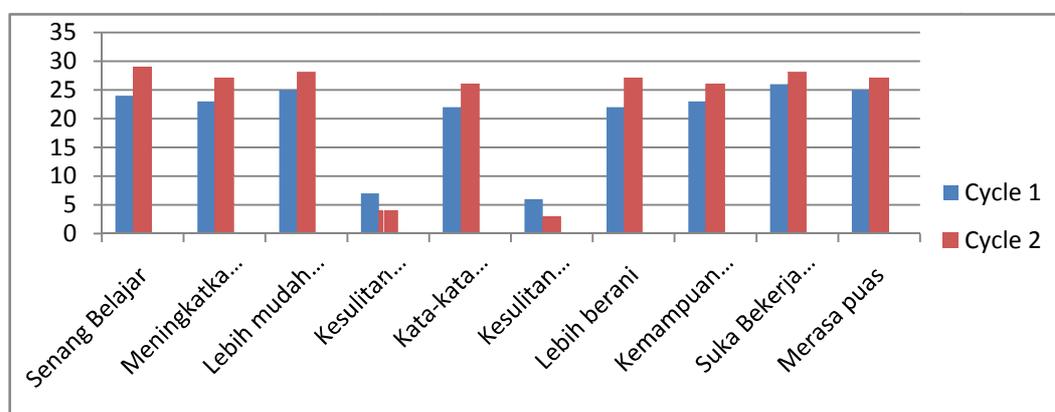
As the writer explained before, she did the research using tests for getting quan-

titative data, observation and questionnaire for getting qualitative data. The questionnaire shows:

Table 6: Result of Questionnaire

No	Pertanyaan	Jawaban Siswa			
		Siklus 1		Siklus 2	
		Ya	Tidak	Ya	Tidak
1	Apakah kamu senang belajar dengan menggunakan <i>magic back and forth</i> media?	24	5	29	-
2	Apakah <i>magic back and forth</i> media ini memotivasi kamu untuk belajar bahasa Inggris khususnya dalam ketrampilan menulis?	23	6	27	2
3	Apakah lebih mudah bagi kamu dalam menentukan setiap jenis benda yang ada dalam media ini?	25	4	28	1
4	Apakah kamu kesulitan dalam menemukan arti kata-kata yang ada pada bagian belakang gambar?	7	22	4	25
5	Apakah kata-kata yang ada di bagian belakang gambar cukup membantu kamu dalam menyusun sebuah teks?	22	7	26	3
6	Apakah kamu menemukan kesulitan dalam menciptakan sebuah teks?	6	23	3	26
7	Apakah kamu lebih berani berbicara dan berdiskusi dengan menggunakan media <i>magic back and forth</i> ?	22	7	27	2
8	Apakah kemampuan kamu menulis bisa meningkat dengan menggunakan media <i>magic back and forth</i> ini?	23	6	26	3
9	Apakah kamu suka bekerja sama dalam kelompok dengan menggunakan media <i>magic back and forth</i> ini?	26	3	28	1
10	Apakah setelah proses belajar mengajar dengan <i>magic back and forth</i> media kamu merasa puas?	25	1	27	-

Graph 3: The graph of questionnaire of cycle 1 and cycle 2



As stated before that media can be used to decrease the students' boredom; if the students interest to do what they are doing, they will enjoy the process of teaching and learning, so that they will understand the materials which are given by the teacher (Ur, 1988). The use of the *magic back and forth media* in teaching and learning process can decrease the students' boredom. In other words based on the results it can be seen that *magic back and forth media* can increase the students' writing ability.

E. CONCLUSION AND SUGGESTION

It can be concluded that the students involve more actively in the process of teaching and learning using the *magic back and forth media*. The students can create the text by discussing in group which is helped by some key words at the back of the media. The students can create a text individually. The *Magic back and forth media* can increase the ability of students class IX B at SMPN 3 X Koto Singkarak in creating a procedure text.

Other English teachers especially at SMPN 3 X Koto Singkarak can use the *Magic back and forth media* to increase the students' writing ability. Other English teachers can find other teaching media to improve the students' skills in English (listening, speaking, reading, and writing)

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