

IMPROVING THE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT USING THE POWER OF TWO STRATEGY

Sunaryo Nailul Marom

University of Muhammadiyah Jember
Aryo.filbert@gmail.com

Abstract

Writing is one of important skills that need long process to construct sentences and ideas. But students still get problem in writing, therefore it is important to do the research entitled "Improving the Students' Skill in writing Descriptive Text by Using the Power of Two Strategy"

In this research, the aim is to find out how the use of The Power of Two strategy can improve students' descriptive writing ability. The kind of the research was CAR. The subject of the research was VIII F class. To obtain the research data, test and observation were used

The result showed that the students' average score in cycle one was 78 while in cycle two was 83. Beside 69.17% of the students were active in cycle one and 88.45% in cycle two. Based on the result it can be concluded that the use of The Power of Two strategy can improve the students' descriptive writing ability at SMPN 1 Jambesari Darussoloh in 2015/2016 academic year.

Key words: *Writing ability, the Power of Two*

I. Introduction

English is a tool for communication either verbal or written in daily use. Among the four language skills, writing skills is included in productive skills. In this productive skills, the writing skills of students become a target at the end of the learning process. According to Sokolik (2003) in Linse (2005), writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Writing ability is an activity in teaching learning process to produce language in written form. Writing skill is learnt by elementary school student up to university level. Student can write any opinion or ideas based on their willingness.

In teaching students in the classroom, technique in teaching should be taken into account. Therefore, teachers should be able to improve the learning process which gives a chance to the students to be more active, both physically and mentally. One of the teaching strategies that can improve students' ability in writing is The Power of Two. According to Silberman (2014) this activity is used to

improve learning and confirm the benefit of synergies that two heads is better than one. There will be a correlation to the cooperative learning that engage the students to work in team, as stated by Slavin (2005), the use of cooperative learning is to improve students' achievement and can develop inter-group relation, acceptance of classmate who were weak in academic field, and increase self-respect. Through learning activities such as discussion and exchange of ideas, students get more portions to be directly involved in the learning process and learn on how to take responsibility in the teaching and learning process. So, The Power of Two is the way of making an active learning in teaching and learning process in the classroom.

Based on the result of interview that was conducted on April 6th 2016, the English teacher of eight grade students of SMPN 1 Jambesari Darussholah stated that students still had difficulties in learning English especially in writing. This was due to the lack of vocabularies, low mastery of grammar, and low interest in learning writing. Among the six classes that he teaches, one class (VIII F) had the most obvious problem in writing. The teacher stated that the students often look unenthusiastic. Usually only a few of the students gave response to the teacher's questions. Most of the students did not pay attention to the teacher's explanation. Therefore, classroom action research entitled "Improving the VIII F students' skill in writing descriptive text by using The Power of Two strategy at SMPN 1 Jambesari Darussholah in 2015/2016 academic year" is conducted to develop student's writing ability of class VIII F at this school to solve problem mentioned above.

Hopefully, the finding of the research can be used as an input for the English teacher to know the new strategy in teaching English especially in teaching writing. Thus, teacher can select the most appropriate methods in teaching writing. Student hopefully will know the new learning style that can be applied in writing class in which it allow them to learn while they are working with their pair. Further, they will know the importance of working cooperatively and improve their writing skill. Moreover, the results are useful for future researcher as a reference for further research to broaden the view concerning with conducting further research dealing with writing ability in teaching learning process

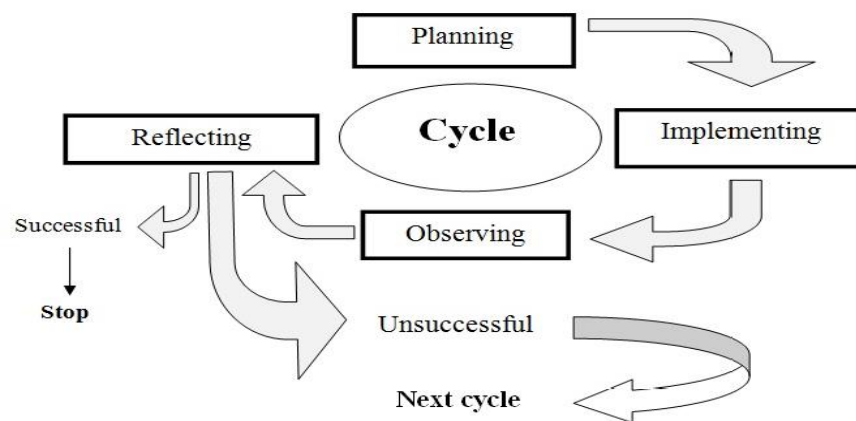
II. Method

This research conducted at SMPN 1 Jambesari Darussholah. The research was conducted in May 2016. The participants of this research were the eighth grade students of SMPN 1 Jambesari Darussholah. The writer used class VIII F as the participants of the research that consist of 26 students.

The research design is Classroom Action Research (CAR). Elfanani (2013) states that Classroom Action Research is the practical research that is intended to improve learning in the classroom. This study is one of the efforts of teachers, professors or practitioners in the form of various activities done to correct or improve the quality of learning in class. The purpose of Classroom Action Research is to increase and improve the practice of learning, increase the relevance of education, and improve the quality of education.

There are four stages in a cycle; they are (1) the planning of the action, (2) the implementing of the action, (3) classroom observation, and (4) reflecting of the action. The design of the classroom action research is illustrated as the following diagram. If the first cycle does not achieve the criteria of success, the second cycle will be conducted.

Figure 1. Classroom Action Research (CAR) diagram



(Adopted from Elfanany, 2013:56)

The instrument of this research was “writing test”. The writer gave a try out test before being taught through The Power of Two strategy in the classroom in order to know their ability in writing a descriptive text. The test was writing test in form

of descriptive text. The material was tested related to School based Curriculum 2006 which is suitable for their level.

After applying the Power of Two strategy in the classroom, the writer gave a test in the last meeting of the cycle. The aim is to know whether the students' ability in writing a descriptive paragraph through The Power of Two strategy was good or not. The students' writing result were rated by four aspects, they were grammar, vocabulary, organization, and mechanic.

III. Result and Discussion

This research was conducted in the eighth grade students at SMPN 1 Jambesari Darussholah in 2015/2016 academic year which consists of 26 students. The research was conducted on May 2016.

The actions in cycle 1 was conducted in three meetings which consist of two meetings were used for teaching and learning in the classroom while the third meeting was used for test. Based on the calculation, the average score of the students' score is 78. This result cannot be interpreted as a good result or good achievement because the minimum score requirement or the average score that the students need to achieve is 80. Based on the writing test result in Cycle 1, it can be concluded that the score requirement of the average score of the student in writing ability was not achieved yet. It was because The Power of Two strategy was a new method and they did not learn maximum in pair. Indeed, writing needs a lot of practice so they can accustom to write accurately in term of grammar, vocabulary, organization, and mechanic. The action in Cycle 2 needed improvement by giving more practice challenging topic to the students.

The formula used to calculate the result of the test of the students' average score that was taken from Furqon (2013:42). The formula is as follow:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} = average score

$\sum x$ = total of student score

n = number of student

The action in cycle 2 was done by solving the problem that had been done in the cycle 1. Based on the result that is got from the test in cycle two, the students' average score is 83 that mean it had already achieved the criterion of success of the research. Thus the research can be stopped in cycle 2.

Table 1. Checklist Result in Cycle 1

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	65.28%	34.61%
2.	Meeting 2	73.07%	26.92%
3.	Average	69.17%	30.76%

Table 2. Checklist Result in Cycle 2

No.	Meeting	Percentage (%)	
		Active	Passive
1.	Meeting 1	84.61%	15.38%
2.	Meeting 2	92.30%	7.69%
3.	Average	88.45%	11.53%

From the table above, it is clear that there are significance differences between the students' active participant in cycle 1 and cycle 2. The students' activeness in the classroom in the first meeting in the first cycle was good, only some of them that still silent and did not directly involved in learning process. When the teacher asked them to answer some questions and involved them to be more active in solving the problem in doing the exercise, the result was known in the second meeting that the amount of the students that were not active decreased.

The average active participant of the students was increased from 69.17% in the cycle one to 88.17% in cycle two. Beside, the average passive participant of the students was decreased from 30.76% in cycle one to 11.53% in cycle two. Relating to the students' average score in cycle 2 that is 83 which had already achieved the target score or the criterion of success of the research, it was because the students' average score influence by the students' involvement in the classroom. The students' activeness has a role in teaching and learning process so the result of the test or the students' score was increased.

IV. Conclusion

Based on the result of research and discussion, it can be concluded that the use of The Power of Two strategy can improve the eighth grade students' writing ability in writing a descriptive paragraph at SMPN 1 Jambesari Darussholah in 2015/2016 academic year. Besides, they also know how to make good sentences in descriptive paragraph very well. They can study with more interest and it would not make them get bored because by applying this kind of strategy it involved the entire student to take in part to discuss something in their team in teaching and learning process. By having a team or a pair work, the student will support and motivate each other and they can share their ideas also solve the problem that was found during the practice or learning process in the classroom. Each members of teams will ensure that their friend understand the material given through peer tutoring. So, each of the students can master the material well, in this case descriptive writing.

V. References

- Elfanany, Burhan, 2013. *Penelitian tindakan kelas*. Yogyakarta: Araska
- Furqon. 2013. *Statiska terapan untuk penelitian*. Bandung: Alfabeta
- Linse, Caroline T. 2005. *Practical English language teaching young learners*. New York: McGraw-hill
- Silberman, Melvin L. 2014. *Active Learning: 101 cara belajar siswa aktif*. Bandung: Nuansa cendekia
- Slavin, Robert A. 2005. *Cooperative learning: Teori, riset dan praktik*. Bandung: Nusa media