

WRITING SKILLS ENHANCEMENT OF RECOUNT TEXT USING ITINERARY AS A MEDIA FOR THE VIII H CLASS IN SEMESTER 2 OF SMP NEGERI 2 MARGOREJO IN ACADEMIC YEAR 2012/2013

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ABSTRACT

Writing is one of the four language skills that must be mastered students. That writing is an activity that is active and productive and require a systematic way of thinking expressed in written language. The fact that writing is a skill that is considered the most difficult for students in SMP Negeri 2 Margorejo in the academic year 2012/2013. The ability to write Recount text students in eight grade students before the study is done on average lower. The purpose of this study was to determine (1) Increasing the student's ability to write text Recount through the use of instructional media. (2) Describe whether itinerary media use can improve the ability to write recount text for VIII H class in semester 2 of SMP Negeri 2 Margorejo in the academic year 2012/2013. Classroom Action Research was conducted in two cycles with the allocation of time each cycle two meetings with study procedures each cycle includes: planning, action, observation and reflection. The results based on preliminary data showed that only 13.3% completeness, once held the act of learning to use media itinerary, the ability of students has increased. When viewed in terms of value, the ability of students has increased sequentially: 57.33, 67.33, and 72.6. Based on these results it can be concluded that the ability to write recount text for VIII H class of SMP Negeri 2 Margorejo in the academic year 2012/2013 can be enhanced through the use of media itinerary.

Keywords: *Writing Ability, Recount Text, Itinerary*

INTRODUCTION

In essence, the primary function of language is as a communication tool. Therefore, learning the language is directed to students' communication skills, both oral and written. In addition to improving language skills, as well as to improve the ability to think, express ideas, feelings, opinions, and delivery of information about an event.

The ability to write is a skill that is very important in life, not only in the sphere of education, but also very

important in social life. The ability to write is very important because with writing students can express ideas or opinions, thoughts, and feelings that are owned. In addition, it can develop thinking and creativity of students in writing.

Writing is one of the four language skills that must be mastered students. That writing is an activity that is active and productive and require a systematic way of thinking expressed in written

language. The fact that writing is a skill that is considered the most difficult for students in Junior High School 2 Margorejo 2013. The ability to write text Recount students in class VIII H before the study was conducted with an average value of 57.33 which is the lowest value of 40 while the highest value is 80. Students who achieve a minimum completeness criteria only 13.3%, still far from expectations that the standard 85%.

Lack of writing skills Recount text is due to the many difficulties faced by students, among them are the students do not speak English make sentences using proper grammar, vocabulary low, low motivation of students' learning, as well as the lack of time for students to practice writing.

To the researchers willing to address this problem in learning to write using media itinerary or trip schedule to facilitate students in improving writing skills Recount text. The itinerary is an outline for students in developing writing Recount text. With hope through the use of this medium can improve the ability to write Recount for students from the initial average 57.33 into 70.00.

Based on the above background, the formulation of the problem in this research are: (1) how the application of

learning media in the form of itinerary improving writing skills Recount text and (2) Is the use of media itinerary can improve the ability to write recount text for VIII H classin semester 2 of SMP Negeri 2 Margorejo in the Academic Year 2012/2013?

Based on the formulation of the above problems, the study aims to determine: (1) Increasing the student's ability to write Recount text through the use of instructional media. (2) Is the use of media itinerary can improve the ability to write recount text for VIII H classin semester 2 of SMP Negeri 2 Margorejo in the academic year 2012/2013.

THEORETICAL REVIEW

Writing ability

Capability (ATP) is the skill or the potential for an individual to master the skill in performing or doing a variety of tasks in a job or an assessment of the person's actions. Basically capability consists of two groups of factors (Robbins, 2007: 57), namely: (1). Intellectual ability (intelektual ability) the ability required to perform various mental activities of thinking, reasoning and problem solving, (2). Ability (physical ability) is the ability to perform

tasks that require stamina, skill, strength and similar characters.

Writing is a creative process of expressing ideas in the form of written language for the purpose, for example to tell, persuade or entertain. The results of this process is usual with istilah essay or article.

Writing and actually fabricate two same activities as writing means making up (read: not compile or assemble menghayal) words into sentences, sentences into paragraphs arrange, compose a paragraph into writing complex that carries the subject.

The subject in the article referred to an idea or a thought. This idea was the basis for the development of the text. The idea in an article can be various kinds, depending on the wishes of the author. Through his writings, the author can express their ideas, thoughts, feelings, opinions, desires and experiences.

Writing as a skill is the ability of someone to express the idea of his thoughts to another person or party to the written media. Each author must have a goal with his writings, among others invite, inform, persuade or entertain the reader.

According to Imam Malik (1999: 71) '... composing skills is not something

that suddenly is in a person, but is the result of training and practice frequent, regular and continuous ". So write or compose need a process and could not immediately be dominated by students for granted. From the opinions it can be concluded that writing is an activity as an expression of ideas, feelings, or communicate to others in the process of written language to master. Then to find out the results of write or compose it also needs to be evaluated. According to most critics languages, components that need to be assessed in an article include: (1) The article which includes the quality and scope of the content and suitability of content with the title / theme. (2) The order and the relationship of the paragraph, and among others, include the overall organization, unity paragraph, alloy paragraph and paragraph development. (3) Use language that includes grammar, spelling, and style. In conventional essay assessment can be done in a holistic manner and per aspect.

Writing is indeed seem hard but when we had to master the vocabulary and grammar of a particular. We will find writing in English is not as difficult as we think. Start by using sentences and grammar easily and develop the ability to write us to continue to practice. In this

process would be very helpful if we read a lot of writing in English. If we are used to read and think then write in the English language will be easy.

The ability to write Recount text for students in VIII H class before the study was conducted with an average value of 57.33 which is the lowest value of 40 while the highest value is 80. Students who achieve a minimum completeness criteria only 13.3%, still far from expectations that the standard 85%.

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research are: (1) how the application of learning media in the form of a trip itinerary or schedule in improving writing skills Recount text and (2)

Is the use of media itinerary can improve the ability to write text for eight grade students of Recount even semester SMP H 2 Margorejo Academic Year 2012/2013?

Based on the formulation of the above problems, the study aims to determine: (1) Increasing the student's ability to write text Recount through the use of instructional media. (2) Is the use of media itinerary can improve the ability to write the text for students of VIII H class in semester 2 of SMP Negeri 2 Margorejo in academic year 2012/2013.

THEORETICAL BASIS

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grammar easily and develop the ability to write us to continue to practice. In this process would be very helpful if we read a lot of writing. If we are used to read and think, then write in English will be easy.

Recount Text

A text that tells a story, action or activity. Interest recount text is to entertain or inform the reader)

Generic structure (general arrangement) recount text consists of:

- Orientation telling anyone involved in the story, what happened, where where the events occurred, and when the event occurred.
- Events tell us what happened and tell the sequence of events.
- reorientation contains a cover story / end of story.

The characteristic features of language:

1. Using the Simple Past Tense
2. Using a personal participant
(I, my group, etc)
3. Using chronology connection:
then, first, after, before, etc
4. Using the linking verbs: was,
were, saw, heard, etc
5. Use action verbs: look,
go, change, etc.

Media

According Sumiati (2009: 160)

"Learning media is defined as anything that can be used to deliver the message (message), metangsang thoughts, feelings, concerns and willingness of students so as to encourage learning. The forms of learning media are used to enhance the learning experience to be more concrete. Learning by using learning media do not just use words (verbal symbol). Thus, we can expect the results more meaningful learning experiences for students. In this case Gagne and Briggs (1979) emphasize the importance of learning media as a tool to stimulate the learning process. "

Itinerary

A detailed plan for a trip including a list of places to visit and more frequent information such as date, shelter and transportation to be used during the trip

Hypothesis

Hypothesis in this study are:

- (1). Utilization of instructional media as a tool for students to improve the ability to write Recount text in VIII H class in Semester 2 of SMP Negeri 2 Margorejo in Academic Year 2012/2013

(2) The use of Itinerary media as a tool for students to improve the ability to write Recount text and make students more active and creative in writing of VIII H class of SMP Negeri 2 Margorejo in Semester 2 in the Academic Year 2012/2013.

RESEARCH METHODOLOGY

Place and Time Research

The research was conducted in VIII H class of SMP Negeri 2 Margorejo located at Badegan Village, Margorejo, Pati in semester 2 of the academic year 2012/2013, totaling 30 students.

This study was conducted over three months starting March 1 until May 2013 in three phases: preparation, execution and reporting. During the first three weeks of March used to make preparations. In April used for the implementation of cycle 1 to cycle 2. May be used to prepare a report.

Research Subjects

The subjects were students of VIII H class of SMP Negeri 2 Margorejo in semester 2 in the academic year 2012/2013, totaling 30 students, male: 16 female; 14 so it more easily in the

management of learning to carry out action research.

Data source

The data in this classroom action research was obtained from the students of VIII H class of SMP Negeri 2 Margorejo in academic year 2012/2013 totaling 30 students, based on the results of daily tests of students and student work in writing the texts recount individually or in groups as well as the observation of the learning process on the implementation of the action do teachers themselves as researchers and collaborate with colleagues.

Techniques and Data Collection Tools

In this study the authors used two kinds of data: (1) the data to determine the increase of students' writing skills and (2) the data to determine the learning process.

Data collection through written tests in the form of daily tests to obtain initial data and results of the work of the student's writing text recount individually or in groups. It also made with the technique of observation. Daily tests are used to determine the increase of student learning outcomes from baseline to the second cycle. While observation or

observation is used to determine the students' learning process at the time of writing activities held either individually maupaun collaborate with friends.

The tools used to gather data to determine an increase in the ability to write using an assessment rubric writing skills consists of four aspects of the assessment that text organization, grammar, content, and choice of words (diction), as well as observation sheet for the observation of the learning process.

Data Validation

Daily tests to validate the data, then arranged grating a matter for the assessment of writing skills, assessment rubrics, assessment norms and observation sheet.

Data Analysis

The data in this study a quantitative and qualitative data. The qualitative data obtained by observation. While quantitative data is obtained based on the achievement test, frequency distribution, and presentation. For analysis, quantitative data can be analyzed descriptively, among others, by:

- Counting the number,
- Calculate the average (mean),
- Calculate the percentage,

- Make a graph.

And conducted a comparative descriptive analysis means comparing the results of learning through the use of the itinerary of every cycle. This can be illustrated from a comparison between the value - average in all four aspects of writing skills assessment obtained by the students after being taught through learning using media itinerary with value - average initial ability of students.

If improving student learning outcomes are not satisfactory, researchers need to continue action there next cycle to overcome all the obstacles and deficiencies found during the previous cycle.

Observations and reflections on the first cycle is used as the basis for designing the learning process in the second cycle and so on for the better. For the purposes of analyzing the data, researchers used procedure as follows:

1. Provide value to all four aspects assessment with the range of values 5 up to 10.
2. Calculate the average value of each Studentof the value of the fourth aspect to obtain the value of development students' writing.
3. Calculate the average value of each each aspect to know the level of

development of each aspect.

4. Calculate the difference between the average value cycle to determine the improvement obtained.

From the data obtained in each cycle can be seen in the level of development of the student's writing and level of development of each aspect.

Performance Indicators

This study was successful seen from several indicators as follows:

1. The ability to write the student increase from the initial conditions of the average value of 57.33 to 70.
2. Students can write recount text well.

Types of Research

This type of research is a classroom action research. According Suharsimi Arikunto, et al (2008: 16) in the classroom action research model outlines four stages are commonly passed, namely: (1) planning, (2) actions, (3) observation and (4) reflection.

Research Procedure

Plan

In order to facilitate the implementation of classroom action research that will be done, in this first phase is done preparations related to learning to write

recount text. Preparations among others make initial data of students who will be the subject of research, create lesson plan (RPP), prepared materials itinerary as a medium to be used in the teaching of writing recount, preparing materials and learning tools, and to develop scoring rubric. It is also important in this plan is to create a classroom atmosphere comfortable and fun to learn. Because students are accustomed to learning model designed like this.

Action

In the first cycle of learning do write text recount takes two meetings each meeting takes 2 x 40 minutes, with details as follows:

- Meetings 1 with a time of 2 x 40 minutes
 - Meeting 2 with a time of 2 x 40 minutes
- At the first meeting of students still get a description of the recount text related to the purpose of text, the generic structure and characteristics of language used. Then the students pay attention to the example recount text by using media that is still simple itinerary with attention to these four aspects assessment writing text organization, grammar, content, and choice of words (diction).

In the second meeting is used for students to write the text recount using itinerary as a media with the title Tour to Bandung individually based on the examples given and taught by teachers at the meeting 1. They can use the help of a dictionary, engkulator, and guidance from teachers.

Observation

In this stage the researchers conducted observations to obtain data the development of students' writing skills by observing the process of the students wrote both the seriousness of the students in mengerjakan duties and observations covering four aspects of evaluation. The data obtained is used to determine the criteria for improvement of students' writing ability into a value of at least 70.

Reflection

Activities in this phase is to analyze the data that has been obtained at this stage of observation. The results of this analysis as a basis for determining the next step in the cycle. Whether the results of the first cycle is good or not. These results are also used as a reflection to see the deficiencies and barriers experienced in the first cycle of action and will be corrected or revised in the next cycle.

RESULTS AND DISCUSSION

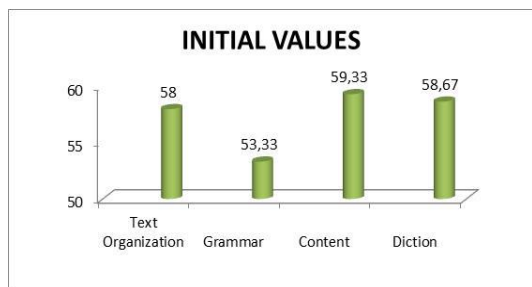
Description Initial Condition (Pre Cycle)

Teaching recount text in class VIII H before being held only classroom action research using the examples in the book, the students pay attention to the teacher's explanation about the purpose of recount text, generic structure, and the characteristics of the language used in preparing the text recount. After observing explanations student teachers doing exercises in the book, then the teacher gave the assignment to the students to make the text recount individually based on the experience of the students themselves. Increasing students' ability to write text recount is still lacking in teaching techniques as mentioned above, because many students are silent, it took a long time to do it, even some students who imitate the work companion that was so. Only students who are good are capable of completing the task, as well as among students who are good at it later that is willing to go forward to present its work to the class and even found some students were sleeping when the other students are working on a task, there are some students who do not do the task because they are active chatting themselves.

Table 1: Average initial values and students' completeness

No	Description	Average Values of Initial Ability
1	Assessment Aspects	
	<i>a. Text Organization</i>	58,00
	<i>b. Grammar</i>	53,33
	<i>c. Content</i>	59,33
	<i>d. Diction</i>	58,67
	Average	57,33
2	Total completeness ss	4 (13,3 %)
3	Total uncompleteness ss	26 (86,7%)

Figure 1: Graph writing skills Recount text before using the media Itinerary



At the initial conditions before the action showed that the organization or organizational aspects of the text text ratanya average value was 58.00, yet achieve mastery. Aspects of grammar or grammar average value of 53.33 means not achieve mastery, aspects of content, or content only students obtaining an average value of 59.33, while aspects of

diction or choice of words earned value only reached an average of 58.67. Of the four aspects, grammar or grammatical aspect is the aspect of the lowest average value. Traditionally, these classes do not achieve mastery for only reached 13.3%, the number of students who achieve a complete value it is still far from classical completeness 85%.

In connection with this, the expected ability to write text Recount increased through the use of instructional media in the form of the itinerary.

Description Each and Inter-Cycle

First Cycle

1. Planning

On Introduction of activities, the teachers began learning activities by conveying learning objectives. Then the teacher to conduct a discussion about the text Recount text covering objectives, the generic structure and characteristics of the fancy language used in writing the text recount.

At its core activities, given the model itinerary on Tour to Bandung. Students discuss the difficult vocabulary used in the itinerary with the help of a teacher. 30 Then the students began to compose text based on itinerary individually. They can use a dictionary, engkulator or other

media as a tool to facilitate in writing text.

2. Action

Implementation of the action on the first cycle held 2 meetings. One meeting consisted of 2 sessions (2 x 40 minutes). The first meeting was used to discuss the difficult vocabulary contained in the itinerary or schedule of travel and provide an explanation of how to how to construct a sentence using the Simple Past Tense. Then the students put the text Recount based itinerary is done individually. Teachers provide assistance to the difficulties faced by students during the learning process. This led to the second meeting and also discuss the results of the students' work.

3. Observations

Observations made during the action implemented is learning to write using the media recount text or jagwal trip itinerary. Observations focused on two main things an air of class and classroom achievement.

The results of this study are as follows:

a. Classroom Atmosphere

In the first cycle showed that there obstacles in the learning process. Many students do not know what to do. They just fro the work of other students, even

some students who just silent, confused how to start writing.

b. Student achievement

In this study the thoroughness applied individually with the minimum criteria 70. While it is classical declared complete if the student has reached completeness 85% of all students.

Data obtained from the value of learning outcomes of students in the first cycle that results of the assessment during a lesson at the second meeting. At this stage, the discussion and assessment of results of students' writing work. The results of the assessment can be seen in the following table:

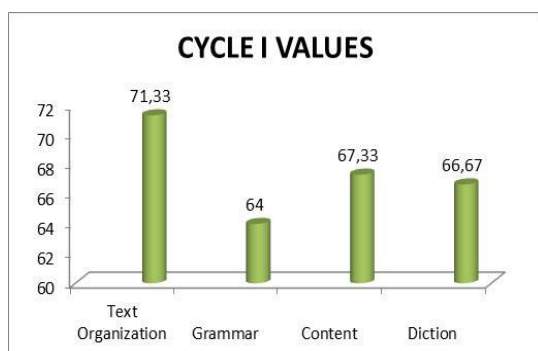
Table 2: The average value and Completeness in the first cycle

No	Description	Cycle I
1	Assessment Aspects	
	<i>a. Text Organization</i>	71,33
	<i>b. Grammar</i>	64,00
	<i>c. Content</i>	67,33
	<i>d. Diction</i>	66,67
	Average	67,33
2	Total completeness ss	16 (53,3 %)
3	Total uncompleteness ss	14 (46,7%)

Data obtained from the value of learning outcomes of students in the first cycle that results of the assessment during a lesson at the second meeting. At this

stage, the discussion and assessment of results of students' writing work. The results of the assessment can be seen in the following figure:

Figure 2: Average value of each aspect of the first cycle



4. Reflection

Reflection is an activity of study towards a class action purposes, the analysis and interpretation of data obtained from the implementation of the plan of action to establish or evaluate the achievement of action research. Based on observations in the first cycle has been increased from the initial conditions by obtaining gain a score of 10. It is not yet gained mastery of learning, because there are 14 students who do not achieve mastery individually ie 46.7%.

Ketidaktuntasan is estimated to be less effective use of time to write the text of a recount and too much time is wasted to ask among the students, and some

students do not know clearly how to start writing text recount.

For the next cycle of class action, before the implementation of the measures will be given more detailed explanations and to facilitate the students to write in classical texts recount.

CYCLE II

1. Planning

At its core activities as in the second cycle, learning collaborative model that is implemented by dividing students into small groups each group consisting of two (2) students. With this small group of students can discuss what to write, sharing ideas, or ideas that will facilitate the preparation of the text because they collaborated with someone else so that the second cycle is the preparation of texts recount would be more effective. Previous teachers gave an explanation of the text briefly recount aimed to revitalize the way of writing text that includes four aspects: Text Organization atau text organization, Grammar, Content, and Diction, the second cycle using new media itinerary included Tour To Yogyakarta. Guru also provide examples of the preparation of a sentence that is patterned Simple Past Tense and ways to start, develop writing

recount text. Learning closed by asking the students the difficulties faced by students during the learning process and provide reinforcement or reinforcement.

2. Action

Implementation of the action on the second cycle is done in two meetings. Each meeting consists of 2 (two) hours of lessons (2 X 40 minutes). I used the meeting to re-explanation of the text Recount briefly and an explanation of the itinerary or itineraries titled Tour To Yogyakarta to discuss the difficult vocabulary. The action in the second cycle carried out in collaboration, where the teacher divided the class into small groups consisting of two students. Each group should discuss and draw up Text Recount. Teachers create groups based on the student rather clever paired with the less intelligent students. Students write Recount Text with itinerary given on the time remaining in the first meeting resumed in the II meeting with the guidance of teachers if you have trouble, while teachers held a vetting process of the implementation of the action during the students do writing activities. The teacher as an observer or observers tasked with monitoring the process of writing done by students and can also undertake an assessment of the

observations focused. The results of writing activities is used to assess learning second cycle which includes four (4) aspects of assessment, namely: Text Organization, Grammar, Diction Content. These results will be compared with the results of assessment in cycle I.

3. Observation.

Observations in the second cycle is done when implemented actions are: learning to write text recount using a media trip itinerary or schedule implemented in collaboration. The observations focused on two main things that a classroom situation and learning achievement. The results are as follows:

a. Classroom atmosphere.

In the second cycle study showed that there is a better change: students are more focused about the task collaboratively. Students are able to work together and discuss some of the difficulties encountered, open a dictionary to find words is needed.

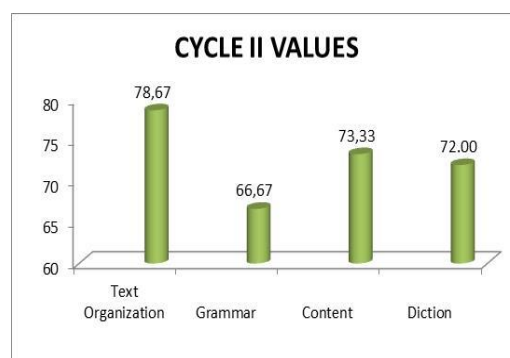
b. Student achievement

Earlier it was mentioned that in this study applied learning completeness reached the minimum criteria 70. Meanwhile, in the classical declared

complete when students whose value has reached 85% completion. Of the total number of students. Data results obtained from the second cycle of learning outcomes assessment of students' writing collaboratively. In Table 3 shows that the aspect of grammar or grammar average value still ranks low compared to other aspects. Traditionally, these classes do not achieve mastery for new 66.7% the number of students who achieve a complete value. Otherwise achieve class classical completeness 85% when the number of students who achieve mastery.

Grammar aspects still earn an average of the lowest compared to other aspects, while aspects of the organization obtaining the highest average score. The description is shown in the following graph:

Figure 3: Average value of each aspects in Cycle II



Tabel 3. Average value in Cycle II

No	Description	Cycle II
1	Evaluation Aspects	
	<i>a. Text Organization</i>	78,67
	<i>b. Grammar</i>	66,67
	<i>c. Content</i>	73,33
	<i>d. Diction</i>	72,00
	Average	72,67
2	Total completeness students	20 (66,7%)
3	Total uncompleteness students	10 (33,3%)

Percentage of students per aspects of the acquisition value in Cycle II, aspects of text organization obtaining the highest of percentage of 78.67%, 66.67% gain grammar, content aspects gained 73.33% and 72.00% gain aspect diction.

4. Reflection

Observations on the second cycle showed an increase results from the previous cycle with the gain scores obtained (acquisition value) 5.34 and also has achieved an average of 70, but not yet achieved mastery learning which is only 66.7% of the 85% required and individual still means there are 5 groups of 10 students who have not completed (33.3%). Although overall has shown an increase.

Uncompleted estimated due to unqualified students to collaborate and utilize the most, so that in future learning students need to get assistance more

intensively than either of their peers as well as from the teacher.

RESULT

From the discussion can be summarized the results this class action as follows:

1. The average increase of student learning ability to start to implementation the second cycle in sequence, namely (57.33), (67.33), (72.67).
2. The percentage of students who achieve increased mastery learning are:
4 (13.3%), 16 (53.3%), 20 (66.7%)
3. The percentage of students who have not achieve mastery learning downhill namely: 26 (86.7%), 14 (46.7%), 10 (33.3%).

CONCLUSION

Based on the analysis and discussion presented above demonstrate that the learning outcomes of students has increased after the holding of classroom action research through the teaching of writing recount text using the media itinerary or schedule of travel and the number of students who mecapai mastery learning also increased from an average value of 57, 33 to 72.67.

Therefore, it can be concluded that the ability to write Recount text for VIII H class of SMP Negeri 2 Margorejo in the academic year 2012/2013 can be enhanced through the use of media itinerary.

SUGGESTION

To improve students' writing skills, teachers are expected to: (1) the teaching of writing recount text by using the media itinerary conducted individually and in collaboration, (2) Creating a learning innovation to support the learning process so that students' writing ability can be increased, (3) Use of English (classroom language), either orally or in writing although starting from things that are light and easy. Because the teacher is a model for the students so that teachers should also be able to use English to communicate with students in the classroom.

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