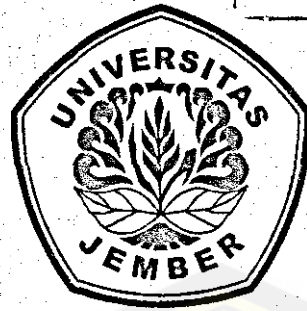




Unit Perpustakaan
UNIVERSITAS JEMBER



**IMPROVING THE SECOND YEAR STUDENTS' WRITING ACHIEVEMENT
THROUGH THE APPLICATION OF LEARNING COMMUNITY TECHNIQUE
AT SMPN 1 TEGALDLIMO BANYUWANGI
IN THE 2004/2005 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree
at the English Education Program of the Language and Arts Education Department
of the Faculty of Teacher Training and Education,
Jember University

By :

ANDI SUSILO
NIM. 000210401108

Asal :	Hadiah Pembelian	Kelas 828.042 JW i
Terima g:		
No. induk :		
Pengkatalog :		

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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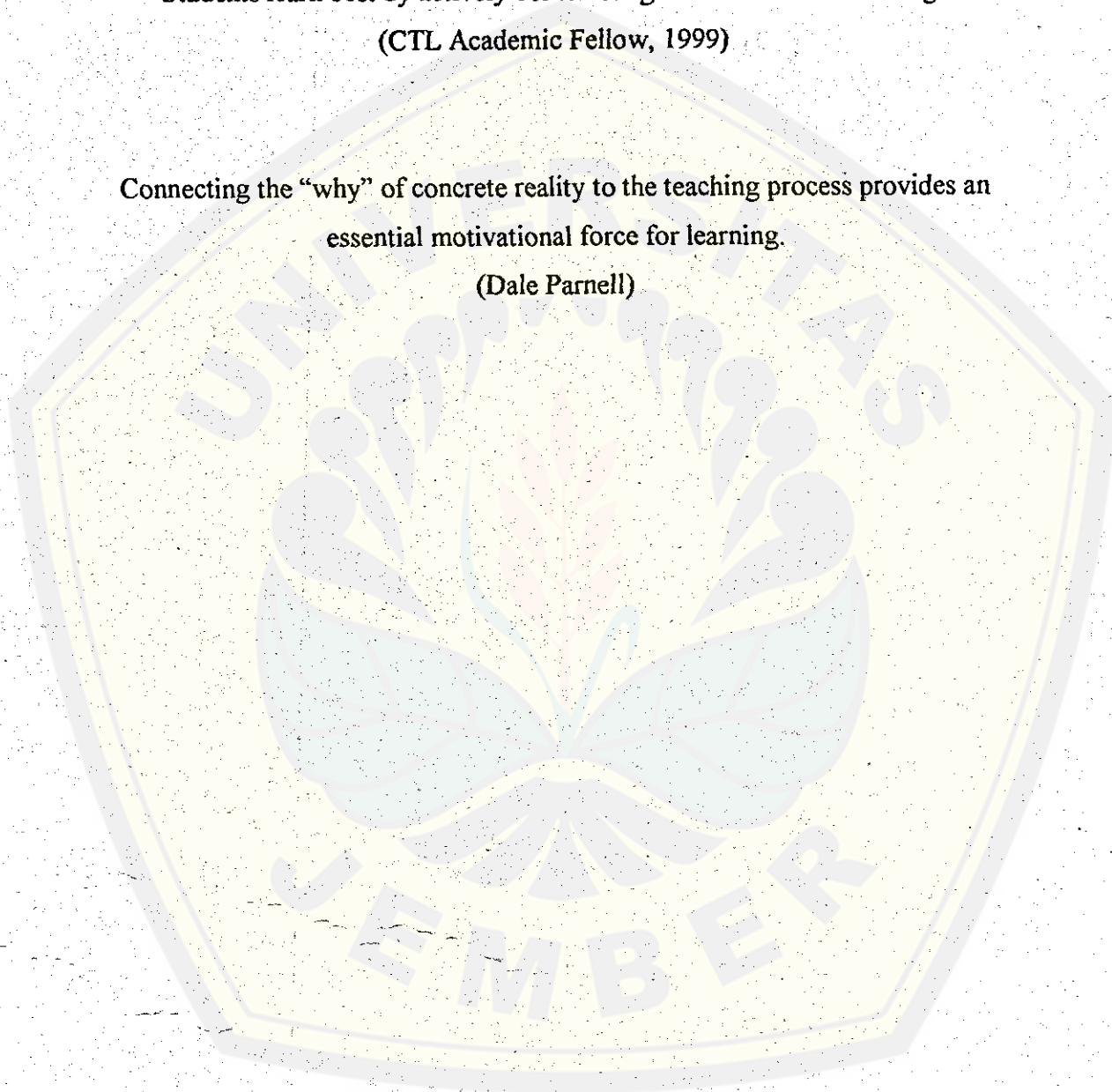
MOTTO

Students learn best by actively constructing their own understanding.

(CTL Academic Fellow, 1999)

Connecting the “why” of concrete reality to the teaching process provides an essential motivational force for learning.

(Dale Parnell)



DEDICATION

This thesis honorably dedicated to:

1. My dearly beloved parents, Mudjono and Ribut Rahayu. I am quite grateful for your advice, care, affection and support that you have given to me. I do love you.
2. My dearest brother and sister, Purwohadi and Yayuk, thanks a lot for your attention and support.
3. My cute niece, Arum Pangestu. Life is so beautiful and full of joys with you.
4. All my friends in ESA (Andre Day, Nanang, Dalianto, Rudi, Luthfi, Wayan, and Amir).
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6. The big family of Ponpes Al-Jauhar (Ali Nursufi, Aan, Sholeh, Ashar, Febri, Bejo, Lesmono, Ari, Anwar, Anas, Agus and Hasan).

CONSULTANTS' APPROVAL

**IMPROVING THE SECOND YEAR STUDENTS' WRITING ACHIEVEMENT
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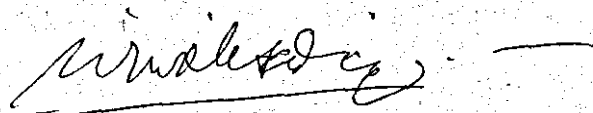
THESIS

Presented as One of the Requirements to Obtain the S-1 Degree
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of the Faculty of Teacher Training and Education,
Jember University

Name : Andi Susilo
Identification Number : 000210401108
Level : 2000
Department : Language and Arts Education
Program : English Education
Place of Birth : Banyuwangi
Date of Birth : May 30th, 1982

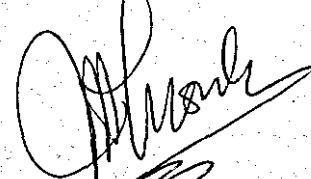
Approved by:

Consultant I



Dra. Wiwiek Istianah, M. Kes., M. Ed. App. Ling.
NIP. 131 472 785

Consultant II



Drs. I Putu Sukmaantara, M. Ed
NIP. 131 878 793

APPROVAL SHEET

This thesis has been examined and approved by the Examiner Committee of the Teacher Training and Education Faculty, Jember University on:

Day : Saturday

Date : October 8th, 2005

Place : The Faculty of Teacher Training and Education, Jember University.

Examiner Team

Chairperson

Drs. Sugeng Ariyanto, MA
NIP. 131 658 398

Secretary

Drs. I Putu Sukmaantara, M. Ed
NIP. 131 878 793

The Members:

1. Drs. Bambang Suharjito, M. Ed
NIP. 131 832 333

2. Dra. Wiwiek Istianah, M. Kes., M. Ed. App. Ling.
NIP. 131 472 785

Faculty of Teacher Training and Education
Jember University,

The Dean



H. Imam Muhtar, S.H., M. Hum
NIP. 130 810 936

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In this opportunity, I am willing to convey my deepest appreciation and sincere thanks to the following persons:

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Jember, October 2005

The Writer

TABLE OF CONTENTS

TITLE	i
MOTTO	ii
DEDICATION	iii
CONSULTANTS' APPROVAL	iv
APPROVAL OF EXAMINERS' TEAM	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
APPENDICES	x
LIST OF TABLES	xi
LIST OF FIGURES	xii
ABSTRACT	xiii
I. INTRODUCTION	1
1.1 Background of the research	1
1.2 Problem of the Research	5
1.3 Operational Definition of the Terms	5
1.3.1 Learning Community Technique	6
1.3.2 Writing Achievement	6
1.3.3 A Short Narrative Paragraph	7
1.4 Objective of the Research	7
1.5 Limitation of the Research	7
1.6 Significance of the Research	8
II. REVIEW OF RELATED LITERATURE	9
2.1 The Writing Skill	9
2.1.1 The Importance of Writing in English	9
2.1.2 Stages in the Writing Process	11
2.2 Contextual Teaching and Learning Approach	12

2.3 Learning Community Technique	15
2.4 Jigsaw Model for Writing	16
2.5 Writing Achievement and its Scoring Method	17
2.6 Aspects of Writing	18
2.6.1 Vocabulary	18
2.6.2 Grammar	19
2.6.3 Mechanics	20
2.7 The Use of Learning Community Technique to Improve the Students' Achievement in Writing a Short Narrative Paragraph	21
2.8 Previous Research Findings	22
2.9 Themes and Topics of Teaching Writing at SMP Level Based on 2004 English Competency-Based Curriculum	23
2.10 Action Hypothesis	24
III. RESEARCH METHODOLOGY	25
3.1 Research Design	25
3.2 Area Determination Method	27
3.3 Respondent Determination Method	27
3.4 Data Collection Methods	28
3.4.1 Primary Data	28
3.4.2 Supporting Data	30
3.5 Research Procedures	31
3.5.1 General Description of the Research	31
3.5.2 The Research Procedures in Detail	31
IV. RESEARCH RESULTS AND DISCUSSION	37
4.1 Research Schedule	37
4.2 The Results of the Action Cycle I	38
4.2.1 The Results of Observation in Cycle I	39
4.2.2 The Results of Writing Test in Cycle I	42
4.2.3 The Results of the Reflection in Cycle I	45

4.3 The Results of the Action Cycle II	47
4.3.1 The Results of Observation in the Action Cycle II	47
4.3.2 The Results of the Students' Writing Test in the Cycle II	49
4.3.3 The Results of Reflection in the Cycle II	52
4.4 The Results of Supporting Data	53
4.4.1 The Result of Interview	53
4.4.2 The Results of Documentation	55
4.5 Discussion	56
V. CONCLUSION AND SUGGESTIONS	62
5.1 The Research Conclusion	62
5.2 Suggestions	62

BIBLIOGRAPHY

APPENDICES

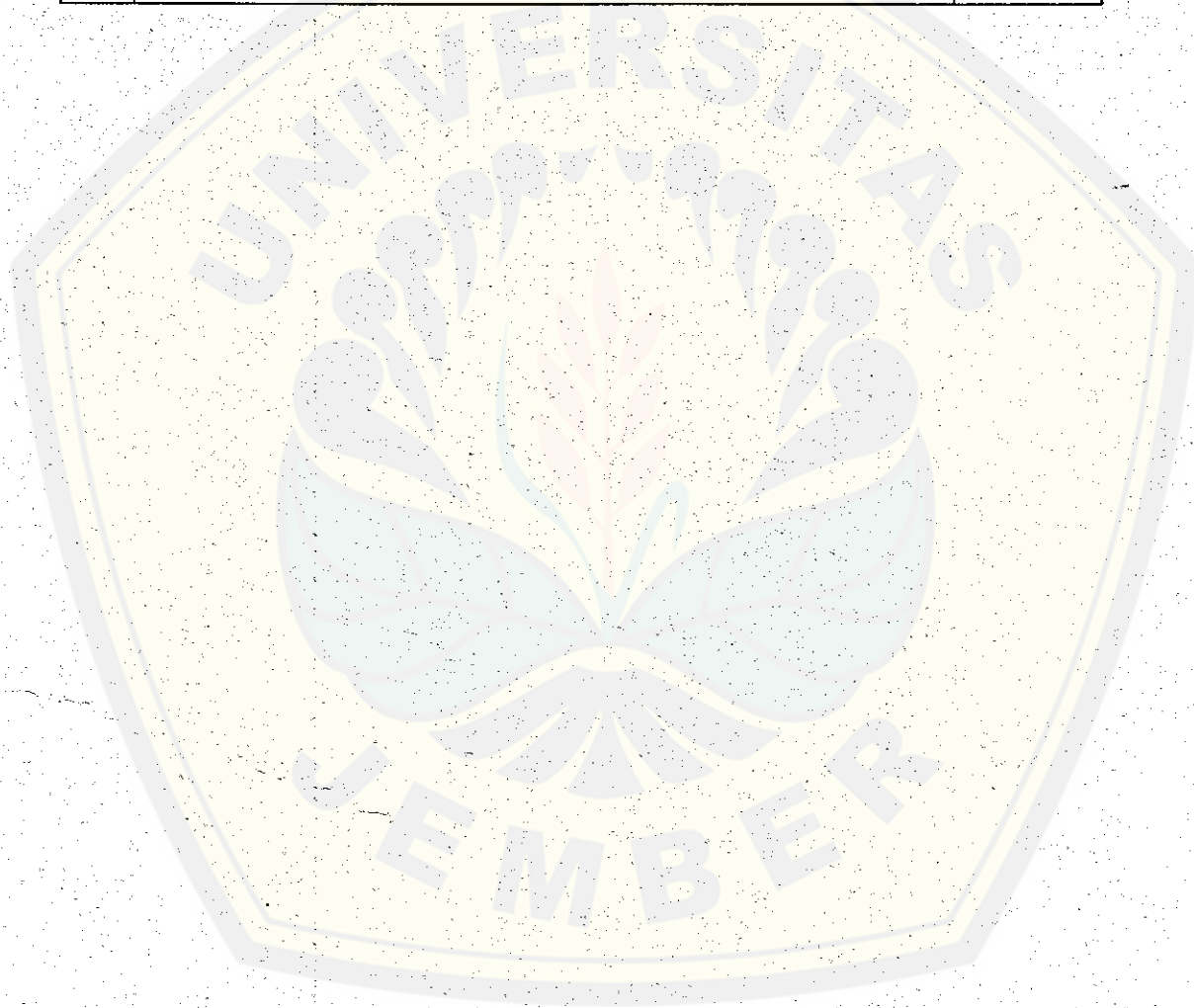
1. Research Matrix
2. Guide of the Supporting Data Instrument
3. The Scoring Guide
4. The Names of the Respondents
5. The Names of the Group Member in Cycle I
6. The Names of the group Member in Cycle II
7. a. Lesson Plan in the Cycle I (First Meeting)
b. Lesson Plan in the Cycle I (Second Meeting)
8. Writing Test (Cycle I)
9. Observation Checklist (Cycle I)
10. The Checklist of Group Work (Cycle I)
11. a. Lesson Plan in the Cycle II (First Meeting)
b. Lesson Plan in the Cycle II (Second Meeting)
12. Writing Test (Cycle II)
13. Observation Checklist (Cycle II)
14. The Checklist of Group Work (Cycle II)
15. The Examples of the Way of Scoring the Students' Writing Achievement

THE LIST OF TABLES

No	Names of Table	Page
1	The classification of the scores level	35
2	The Schedule of the Research	37
3	The Students' Writing Achievement Scores in Cycle I	43
4	The Classification and Frequency of the Students' Writing Test Scores in Cycle I	44
5	The Students' Writing Achievement Based on the Indicators and the Classification	45
6	The Students' Writing Achievement Scores in Cycle 2	50
7	The Classification and Frequency of the Students' Writing Test Scores in Cycle 2	51
8	The Students' Writing Achievement Based on the Indicators and the Classification	52
9	The Improvement of the Students' Writing Score Based on the Indicators in the first cycle and in the Second Cycle.	59
10	The Revisions of the Implementation of the Action Cycle I	60

THE LIST OF FIGURES

No	Names of Figures	Page
1	The Components of CTL Approach	13
2	The Model of the Classroom Action Research	26
3	The Graphic of the Students' Writing Achievement	58



ABSTRACT

Andi Susilo. 2005. *Improving the Second Year Students' Writing Achievement Through the Application of Learning Community Technique at SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 Academic Year.*

Thesis, English Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Consultants: 1. Dra. Wiwiek Istianah, M. Kes., M. Ed. App. Ling.
2. Drs. I Putu Sukmaantara, M. Ed.

Key Words: Writing Achievement and Learning Community Technique.

This classroom action research was intended to improve the second year students' writing achievement at SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year by applying learning community technique. The respondents of this classroom action research were class II-C that was determined purposively. The class II-C were chosen as the respondents of this research because their average score in the writing a short paragraph was the lowest among six existing classes that was 58 in the first semester of 2004/2005 academic year. This classroom action research consisted of two cycles, in which each cycle covered four main stages including: preparation of the action, implementation of the action, classroom observation and reflection of the action. Then, each cycle was conducted in two meetings. The primary data about the students' writing achievement were gained from the writing test and classroom observation. Meanwhile, the supporting data were gathered from interview and documentation. The result of the average score of the writing test in the first cycle was $E = 63.64\%$ that were classified in the *fair* category. This result had not achieved the standard average score requirement in this research that was $E = 70\%$. Besides, based on the classroom observation that was done in the first cycle, it was found that the students' involvement in the process of writing activities was 67.8% . In this case, the students' involvement had not fulfilled the requirement that was 75% . Therefore, the actions were proceeded to the second cycle by revising the first action cycle, such as: optimizing the students' participation in the process of writing activities, modifying the picture in series as the learning media, giving the instruction comprehensively and regrouping the students. The result of the average score of the writing test in the second cycle was better $E = 77.27\%$ that was classified in the *good* category. Besides, the students' involvement in the process of writing activities improved from 67.8% in the first cycle up to 79.2% in the second cycle. It means that both the students' writing test and the students' involvement in the writing process had improved in the second cycle and fulfilled the target of this research. Based on the results, it could be concluded that the use of learning community technique could improve the second year students' writing achievement at SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year in two cycles. Then, it is suggested to the English teacher to apply learning community technique as the alternative of English teaching technique, especially in teaching writing a short narrative paragraph, in order to facilitate and help the students collaborate and share knowledge and experiences with their peer group to solve the writing problems.

I. INTRODUCTION

In facing the globalization era, the role of English as a means of communication is becoming more and more important. It can be seen from the existence of English as the international language that is being spoken by millions of people in many countries whether it is used as the first or the second language (Crystal in Toolen, 1997:8). As a means of communication, English gives opportunities to people to catch and learn knowledge from all over the world. In reality, there are so many references and information using English as their medium of communication. They include research reports and articles in journals concerning the English language skills. One of the skills which has the chance to be investigated is writing. This research will study the students' improvement in writing a short paragraph using Contextual Teaching and Learning approach, with the focus on learning community. This chapter presents some aspects underpinning the topics of the research, including the background, the problem and the objective of the research, the operational definitions of the terms, the significance of the research, and the limitation of the research.

1.1 Background of the Research

As an international language, English is broadly used by many people to communicate. It is in line with the opinion stated by Barber (1992:235-236), who says that English has become a world language because of its wide diffusion outside the British Isles to all continents of the world, by trade, colonization, and conquest. The result of that diffusion is now it is considered as the most widely spoken language in the world. Knowing this condition, in Indonesia, English has been widely learnt by the students from junior high schools up to university levels as a compulsory subject, while at the elementary level students learn it as local content subject (Depdikbud, 1999:2).

One of the objectives of learning English in Junior High Schools is to enable the students to communicate in English, both in spoken and written forms (Depdikbud, 1999:2). To achieve this objective, the students should master the

four major language skills, namely, listening and reading as the receptive skills, and speaking and writing as productive skills. Furthermore, to make the students able to communicate in written form, they should also have the writing skill. Even though writing, as a productive skill, is recognized as the last skill in the organization of English skills (listening, speaking, reading and writing), the students tend to consider it as the most difficult skill if it is compared with the other three skills. This condition is supported by Fadloely (1986:1.1) who says that writing is not the easiest of the other language skills. It needs thinking process and intellectual effort. In writing, we should think about words and sentences and use them to express our intention and idea in the best way so that the readers comprehend what we mean. Supporting this opinion, Sumardiyanto et al. (2001:1-2) confirm that writing is far from being simple matter of transcribing language into written symbols. Moreover, it is not an easy work because the students should also consider about writing aspects such as vocabulary, mechanics, and grammar. From all of the explanations above, in short, it is likely that writing is difficult for the students who learn it as a foreign language realizing there are other aspects to be mastered such as vocabulary, mechanics and grammar so as to be able to write a good writing.

On the other hand, there are some reasons why the students essentially need to be able to write in English. *Tim Materi LKGI Bahasa Inggris* (1998:14) states that writing should be taught in the classroom to the students in order to remember what they have heard or read. Next, writing is also aimed at enabling the students to have more contact with the target language. Besides, writing is considered as a means of communication between people who know and do not know each other; such communication takes place through letters, forms, notes etc.

In the basic course outline of the English Competency-Based Curriculum for Junior High Schools (2003:38), it is stated that the aim of teaching writing involves writing a short narrative paragraph. Through the materials that are meaningful for the students, those skills are practiced in the classroom through exercises, which are intentionally designed to develop these skills.

Prior to this research, a preliminary study has been done once. This preliminary study was intended to investigate the English teaching and learning process at SMPN 1 Tegaldlimo Banyuwangi. It was done by doing a classroom observation and an interview at SMPN 1 Tegaldlimo Banyuwangi in the beginning of the first semester in September 2004/2005 academic year, particularly in the class II C. In this case, the interview was conducted with the two English teachers of the second year students of SMPN 1 Tegaldlimo Banyuwangi. The reason of choosing class II C was that because one of the English teachers who teaches II C has been interviewed, and she has agreed to conduct a classroom action research collaboratively with the researcher in her class. Besides, based on her information, the class II C was considered to have the lowest average scores of the daily English writing test among the second year classes.

The result of this preliminary study revealed that the students of class II C got difficulties in their writing ability, especially in writing a short narrative paragraph. It can be found from the average scores of the result of the students' writing daily test that was 58. One of the difficulties that were faced by the students, for instance, appeared in grammar component, that is "Budi very handsome and clever" instead of "Budi is very handsome and clever". It seems that they tend to use the Indonesian pattern instead of the English pattern. Besides, another difficulty found in students' writing was the use of mechanics. They did not use capital letter, comma, or punctuation properly. On the other side, in teaching writing, the teacher used dictation technique in order to improve the students' writing skill, however the result was unsatisfactory yet.

In addition, based on the classroom observation that was done during the teaching and learning writing process, the students in that school still had less motivation in learning English, especially in writing a short paragraph in the form of narrative. It could be seen from the students' interaction while they were responding to the teacher's explanation in the class. The students tended to be passive in responding to the teacher's explanations and questions. Besides, in learning process, there was almost no chance for the students to collaborate or

share their knowledge to each other, because most of the time the teacher explained or asked questions only or assigned them with tasks. The students were required to work individually most of the time during the teaching learning activities. In addition, the English teacher's way in teaching writing skill to the students was monotonous. She only focused on the use of textbook materials without trying to involve the students to the teaching learning process. On the other hand, based on the observation that was done by the researcher, the students tended to make mistakes in the English writing components, such as grammar, mechanics, and vocabulary. This fact was known from the students' worksheets and daily score test that was given by the interviewed English teacher. This condition was due to the teaching learning process that was centered on the teacher. As a result, the students tended to get bored and lost their interest in learning writing because they were not involved in the writing process.

Knowing the problems above, this research applied Contextual Teaching and Learning (henceforth-CTL) approach in teaching writing. Suyanto (2003:4) confirms that CTL approach is an approach of teaching and learning that relates the materials and classroom activities to real situation and actual experiences. The definition above implies that CTL approach is promoted to help the teacher facilitate the students in learning English in order that they are able to reinforce, expand, and apply their academic knowledge and their English skills in a variety in school and out of school settings. In addition, Sugiarti (2003:5) points out that by connecting the content of an academic subject (including the writing skill) with the students' own experience, they will find meaning of their study and they will learn and apply what they study into their real life.

In this study, the application of CTL approach was focused on the use of learning community technique as one of its components in order to activate the students' involvement in the writing process, especially in the prewriting activity. In the learning community technique, sharing knowledge among the students is the focus of the learning (*Tim CTL UM*, 2003:15). In this case, Wingersky et al. (1999:18-19) confirm that collaborative activity in the writing class will help the students gain confidence in their writing and in their thinking about writing. This

is due to the students have the chance to share their ideas and experience and to work with friends or a group. By sharing ideas among friends, it was expected that the students were able to write a narrative paragraph more easily. In addition, the application of this technique was in line with the condition that was found in the preliminary study. It was expected that by applying CTL approach, especially with the use of learning community technique, the students were more interested in practicing writing and it could make them engage in meaningful and productive writing activities in the writing class.

By considering the description above, a classroom action research was undertaken to improve the achievement in writing a short narrative paragraph by applying learning community technique of the second year students of SMPN1 Tegaldlimo Banyuwangi in the 2004/2005 academic year. The reason for choosing classroom action research as research design because in this research, the initial problem that was appeared in the preliminary study was practically faced by the English teacher, so that the researcher wanted to solve the problem by conducting classroom action research collaboratively with the English teacher. In addition, the application of learning community technique by using classroom action research on the students' writing achievement at SMPN 1 Tegaldlimo Banyuwangi has never been applied before by the English teacher at this school.

1.2 Problem of the Research

Based on the background above, the problem of the research is *"How to improve the achievement in writing a short narrative paragraph through the application of learning community technique by using jigsaw with picture in series of the second year students at SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year?"*

1.3 Operational Definition of the Terms

The operational definitions of the terms are intended to avoid misunderstanding of the concept used in this research. The terms used in this thesis are operationally defined as follows:

1.3.1 Learning Community Technique

In this classroom action research, *learning community technique* is defined as a technique in learning that focuses the attention on collaborating and sharing experiences and knowledge with other people (Muth'im, 2003:117). In this study, learning community technique that was applied in teaching writing was aimed at helping the students able to collaborate and share their knowledge and experiences among friends or groups in order to improve the achievement in writing a short narrative paragraph.

1.3.2 Writing Achievement

The students' writing achievement in this classroom action research deals with the score of the students' writing test after being given the actions to write a short paragraph containing of not more than six simple sentences, which was focused on narrative writing, based on the theme and sub theme stated in the Basic Course Outline of 2003 English Competency-Based Curriculum for Junior High Schools, by using learning community technique. It refers to the scores of the writing test, which involve the students' mastery of writing aspects such as: vocabulary, mechanics, and grammar.

a. Vocabulary

In this classroom action research, vocabulary deals with the use of words related with the topic given for writing a short narrative paragraph. In addition, vocabulary was focused on the use of verb, noun, adjective and preposition.

b. Grammar

Grammar deals with the use of appropriate tenses related with the topic and condition. In this classroom action research, the use of grammar was emphasized on the use of simple present tense and simple past tense.

c. Mechanics

Mechanics deals with the use of appropriate punctuation and capitalization used in the sentences. In this classroom action research, the use of punctuation was emphasized on the use of full stop, comma, question marks, and apostrophe.

1.3.3 A Short Narrative Paragraph

Paragraph is a group of related sentences that develops one main thought about single topic. In addition, a paragraph can be as short as one sentence or as long as ten sentences. As it is stated by Gerson (1985:60) that a short paragraph generally consists of about four to six typed lines. Based on this idea, in this classroom action research, a short narrative paragraph deals with a group of related sentence that develops one main topic and tells about a series of events that happen in sequence of time which containing of not more than six simple sentences (Depdiknas, 2003:38).

1.4 Objective of the Research

In line with the problem of the research, this research aimed at applying learning community technique by using jigsaw with picture in series in order to improve the achievement in writing a short narrative paragraph of the second year students at SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year.

1.5 Limitation of the Research

This research was limited to the application of learning community technique in improving the achievement in writing a short narrative paragraph of the second year students of SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year. Based on the Basic Course Outline of 2003 English Competency-Based Curriculum for Junior High Schools, there are some writing materials that the students are required to write during the academic year. This classroom action research focuses on writing a short narrative paragraph related to the themes "Recreation and Animals" (Depdiknas, 2003:33). They are the writing materials



for the second year students of Junior High Schools in the fourth semester in the 2004/2005 academic year.

1.6 Significance of the Research

The results of this research are expected to give contributions to the English teacher, students, and future researchers.

a. For the English Teacher

The results of this research are expected to be useful for the English teacher as an input and consideration to apply learning community technique in teaching English in order to facilitate the students in learning how to write a short narrative paragraph, so they will also be succeed in learning English.

b. For the Students

The results of this research are expected to give the students a new learning experience by using learning community technique as one of the components of CTL approach to make them able to write a short narrative paragraph in English.

c. The Future Researchers

The results of this research are expected to be useful for future researchers as a reference to conduct further research dealing with CTL approach by using different components of CTL approach to investigate the writing achievement by using different research design, such as experimental research or qualitative research.

II. REVIEW OF RELATED LITERATURE

The review of related literature in this chapter highlights the discussion about the theory underlying the achievement in writing a short narrative paragraph by using learning community technique as one of the components of CTL approach. The discussion is divided into eight main subheadings; they are writing skill, CTL approach, learning community technique, jigsaw model for writing, writing achievement, aspects of writing, the use of learning community technique to improve the students' writing achievement in writing a short narrative paragraph and action hypothesis.

2.1 The Writing Skill

Writing is an activity of expressing and communicating ideas in written form. It is an act of using graphic symbols, each of which represents a different sound and the arrangement of those graphic symbols into words and sentences to give meaning (*Tim Materi Lembaga Kerja Guru Indonesia*, 1998:7). Relating to this idea, Fairbairn and Winch (1996:32) confirm that writing is about conveying meaning by using words that have been chosen and put together in written or printed form. It means that writing becomes an essential skill as it has important role to send information and express ideas. In short, writing is a tool of communication. The activity of writing itself needs at least two participants, they are the writer and the reader, because the writer can not communicate his ideas without the existence of the reader.

2.1.1 The Importance of Writing in English

Writing is important skill to be taught to the students in the English as a foreign (EFL) context. In line with this, *Tim Materi LKGI* (1998:14) suggest some reasons why writing should be taught in the classroom as follows:

1. Some students find that they need to write in order to remember what they have heard or read.
2. Language is best learnt through integrated activities involving all four of language skills of listening, speaking, reading and writing.

3. Too much oral work can be boring for both the teacher and the students. Thus, writing helps to add more fun and variety into language lessons.
4. Too much oral work is also tiring for teachers especially for those who have large classes. This is because a lot of energy is spent controlling the noise level of the class.
5. Writing enables students to have more contact with the target language.
6. Writing is a useful and more practical tool for testing the students' use of the target language, because it is very difficult to test every student orally.
7. Writing is an important means of communication between people who know or do not know each other. Such communication takes place through letters, forms, notes, etc.

In addition, Raimes (1983:3) also states that writing is an important skill for students because of some reasons. First, writing strengthens the students' grammatical structure, idiom, and vocabulary. Second, writing gives a chance to students to apply the language they have learnt. Third, writing reinforces students to express their ideas in correct words and sentences. Therefore, students will be involved both in writing and thinking process.

Based on the descriptions above, it is clear that writing in English is important for the students who learnt it as a second or foreign language. This skill is very crucial for their study purposes as well as enabling them to communicate their ideas to other people in daily live context.

In accordance with the importance of writing, therefore, the students should be able to write in English well. In this case, the students should be able to present and organize their ideas in the written form appropriately. In addition, to obtain this objective, the students must concern with some steps in the writing process. The writing process gives students a chance to compose draft, rethink, and redraft to control the outcome of writing (Wingersky et al., 1999:4). By involving in the writing process, it is expected that the students will be able to produce good writing.

In this research, the writing that was assigned to the students was interested to break the monotonous situation, that was the teacher was dominating class activity and also gave the students close contact with the English in the written form.

2.1.2 Stages in the Writing Process

In order to produce a good writing, the students should pay attention to some steps of the writing process. According to Brammer and Sedley, there are four main stages in the writing process: prewriting, planning, revising, and writing the final copy (1981:26). The students have to choose a topic, narrow it, generate an idea, outline and group the idea in a previewing activity. Next, in the planning stage, they should write the ideas through drafts and then revise it (check the content and the organization of paragraph). Finally, they have to write the final copy of the writing production.

In line with Brammer and Sedley's idea, Kanar (1998:20-23) confirms that the writing process generally consists of three main stages, they are prewriting, drafting and organizing, and rewriting. Prewriting is a stage of deciding topic, all its aspects, purpose, point of view and the organization of the ideas. Drafting and organizing is a stage of making draft that probably contains a tentative thesis, some support and the beginning of an organizational plan. In addition, rewriting stage is a stage of adding the content, improving organization, refining the style and correcting errors in grammar, spelling and punctuation. From the explanations above, it can be seen that there are some different steps in the writing process. However, basically they have the similar idea about the activity of the writing steps. This research used writing process that was proposed by Kanar, they were prewriting, drafting and organizing, and rewriting.

As one of the writing process, prewriting is regarded as the important step in the writing process. It has an important role in planning the content and the form of writing. Prewriting is the first major stage in the writing process. It is done before the real writing itself. This activity involves everything from thinking about the paper to writing down all the ideas that come to mind (Carino, 1991:2). In addition, Richards (1999:112) explains that prewriting activity can help the students develop their ideas, generate plans for writing, serve initial stimulus and provide motivation. Therefore, the students were motivated in writing. In sum, prewriting is very important activity in the writing process in order to activate the students' prior knowledge related with the topic given before starting to write.

The next activity is drafting and organizing. In line with this research, the use of drafting and organizing activity was to organize the arrangement of sentences that were made by the students into coherent paragraph. The last activity is rewriting. In this research, rewriting was used to check the use of the writing components, such as vocabulary, grammar, and mechanics. Besides, rewriting was used to check the arrangement of sentences that had been made. In brief, it is clear that those three writing activities cannot be separated each other. The success of those three writing activities can influence the success of the real writing.

2.2 Contextual Teaching and Learning Approach

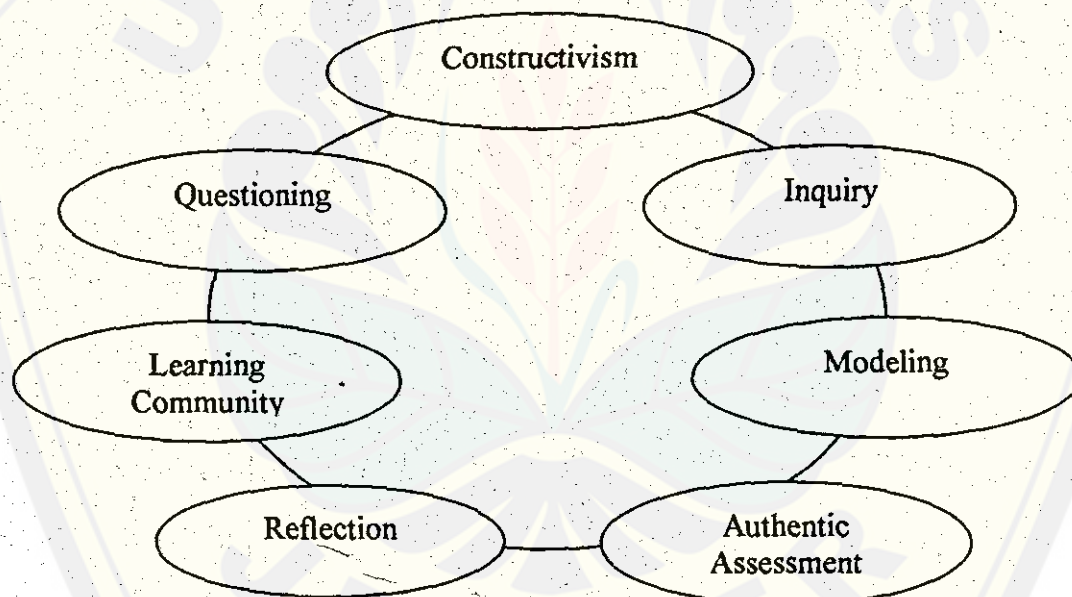
Johnson (2002:25) states that the Contextual Teaching and Learning system is an educational process that aims to help the students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. In addition, Nurhadi and Senduk (2003:13) confirm that Contextual Teaching and Learning is a concept in which the teacher shows the real and meaningful condition in the class and encourages the students to relate their prior knowledge with their lives or study into new concept in order to solve their problem. From the explanations above, it can be said that the central aims of CTL approach is properly to help the students attach meaning on the subjects that they are studying to their lives or study in order to solve their writing problems, especially in writing simple narrative paragraph. In addition, when the students find meaning in their lesson, it is possible for them to learn and remember longer what they study. Therefore, connecting learning to the students' life makes studies come alive (Johnson, 2002:43).

In line with the above ideas, Depdiknas (2002:5) states that CTL approach is the conception of teaching and learning that helps teachers relate subject matter content to real world situations and motivates students to make connection between knowledge and its applications to their lives as family members and citizens.

From the definitions above, it seems that CTL approach is defined differently by some experts. However, they all encompass the similar ideas and support each other. Based on the explanations above, it can be concluded that the main point of CTL approach is how the teaching learning process is connected to the students' life and how learning environment is set up in the natural setting in order that the learning outcomes will be more useful and meaningful for the students.

In applying the CTL approach, there are some components that should be focused. Muth'im (2003:112) states that there are seven components of CTL approach that are illustrated in the following diagram.

Figure 1. The Components of CTL Approach



1. Constructivism

Constructivism is a principle that lets learners construct their own sense of meaning from new experiences based on prior knowledge. In other words, prior knowledge plays an important role in learning because it can facilitate learning. For example, in discussing a computer, the students who never know computer will have difficulties in operating computer compared to the students who ever operate computer.

2. Inquiry

Inquiry is a principle that begins the process of teaching and learning with observations and progresses to understanding a concept or phenomenon.

3. Questioning

In this case, the teacher uses questioning in order to guide the students to develop their thinking, to dig up their understanding, and to arouse the students' attention. In addition the teacher also uses questioning for doing an assessment continuously about the students' comprehension.

4. Learning Community

Learning community is the learning activity that focuses the attention on discussing activity and sharing experiences and knowledge with other people. In the learning community, it is expected that learning outcomes be gained from the collaboration among friends or a group. Collaborative activity, where in the research was applied in the stage of prewriting helped the students gain confidence in their writing due to the students had a chance to share their ideas and experience and to work with friends or a group, prior to writing process in the writing class.

5. Modeling

Modeling is a principle of CTL that requires teachers on the three things, (a) to think aloud about the learning process, (b) to demonstrate how the teacher wants students to learn, and (c) to do what he wants students to do.

6. Reflection

In relation to the teaching and learning, this principle can encourage both the teacher and the students to think of what they have already taught and learnt.

7. Authentic Assessment

Authentic assessment is the procedures that are used to evaluate and improve the students' learning in the real condition.

Among the seven components of CTL approach, this study only focused on the application of learning community technique to improve the students' achievement in writing a short narrative paragraph.

2.3 Learning Community Technique

Learning community is one of the components in CTL approach. Suyanto (2003:8) states that in the principle of learning community technique, the result of learning is gained by sharing the ideas among friends, group, and the students who know and do not know. Furthermore, Nurhadi and Senduk (2003:47) point out that there are some characteristics of learning community technique, they are:

1. There are groups of learners that interact each other to share opinion and experiences.
2. There is cooperation to solve the problem.
3. Generally, the result of group work is better than that of individual work.
4. There is the same responsibility among the members of the group.
5. There are situation and condition that give possibility for the students to interact each other.
6. The teacher here becomes facilitator to guide the process of learning in the group.
7. There is willingness to receive and respect opinion from others.

Generally, there are some forms of learning community technique that can be applied. Muth'im (2003:117) confirms that collaboration may be presented in the forms of games, role-play, simulation, interview, jigsaw, problem solving, opinion exchange and decision making.

In this classroom action research, the main focus was on the implementation of jigsaw as one of the models of learning community technique, in order to activate the students to the process of writing a short narrative paragraph.

2.4 Jigsaw Model for Writing

Jigsaw is one of models that can be applied in learning community technique. According to Thomson (1991:115) jigsaw is the activity in which the teacher divides the academic content to be learnt into parts and delegates individual parts to each group member. This model gives a chance for the students to focus on specific information from the academic material and it encourages the students to discuss and share the knowledge or information from the material that they have learnt with their peer group.

In line with the application of jigsaw in writing, the students was divided into some groups that consist of about four or five students in each of group. The English teacher should be able to divide the students based on their diversity. As it is suggested by Lie (2002:40), a group should consist of low, average, and high achievers. In line with the opinion above, the students were grouped equally balance on their academic skill and gender. In this classroom action research, the application of jigsaw was accompanied by pictures in series. The procedures of applying jigsaw by using picture in series are as follows:

- 1) Asking the students to make a group of four and choose a group leader.
- 2) Preparing pictures in series that consist of four pictures dealing with the theme and sub theme.
- 3) Explaining the rule of activities to the groups.
- 4) Distributing the picture in series to each group and asking each member of the group to take one part of the pictures.
- 5) Asking each member of the group to write a simple sentence based on the picture they keep.
- 6) Asking all member of the group to discuss what to write into the paragraph and share the result of their writing together.
- 7) Asking each member of the group to revise and rearrange the result of their writing into a good narrative paragraph.

2.5 Writing Achievement and its Scoring Method

Achievement is defined as something done successfully with effort and skill (Hornby, 1995:3). Furthermore, McMillan (1992:117) states that achievement is students' knowledge, understanding, and skill acquired as a result of specific educational experience. In this classroom action research, writing achievement was the students' performance in writing after being treated with the actions to write a short paragraph in the form of narrative.

In addition, to measure the students' achievement in writing, it is needed an evaluation. Relating to this case, scoring system can be used as indicator to measure the students' writing achievement. In line with scoring the students' writing, Heaton (1984:137) proposes kinds of scoring method; they are Impression Method, Analytic Method, and Mechanical Accuracy or Errors Count Method. Relating to this classroom action research, the students' writing achievement was evaluated by using the analytic method. Analytic method is a method that gives different score for different aspect of composition (Heaton, 1984:135). By using this method, each writing aspect could be scored separately. According to Hughes (1996:94), there are three advantages of using the analytic scoring method. Firstly, analytic method is able to measure the development of individual's sub skills in writing. Secondly, analytic method compels the scorer to consider some aspects of writing that might be often ignored. Thirdly, the different score given for each aspect makes the score more reliable. In addition, by using analytic method the writing aspect that is evaluated can be determined based on the students' level. Furthermore, Heaton (1984:135) conveys that if the analytic method of scoring is employed, it is very essential that flexibility is maintained. For example, for elementary level of significance, the writing aspects scored may be only grammar and vocabulary.

Based on the above explanations, this classroom action research employed the analytic scoring method. The three aspects of writing that were scored to indicate the students' writing achievement consisted of vocabulary, grammar, and mechanics.

2.6 Aspects of Writing

The following are the discussions on each of aspect of the writing skills, namely vocabulary skill, grammatical skill, and mechanical skill.

2.6.1 Vocabulary

In order to compose a good writing, the students must have a great stock of vocabulary and their meaning. Hornby (1995:959) defines vocabulary as a list of words with their meaning for understanding and communication. The writing will be understandable if the students have a good storage of words and are able to use the words appropriately. Without vocabulary, readers are not able to understand about the content of writing well.

To make the writing successful, the words used should be chosen with precision and care. It is because the words choice that are used in writing will influence the success of the transformation of the message to the reader. Brammer and Sedley (1981:181) state that if the words are not chosen with precision and care, it is likely that part of meaning will be lost. As a result, communication will break down, as the writer does not use the appropriate words. Therefore, the use of words must be precise to convey meaning accurately.

Furthermore, there are eight classes of English vocabulary, namely: noun, adjective, verb, adverb, pronoun, conjunction, article and preposition (Wingersky et al., 1999:58). In this classroom action research, the vocabulary skill was focussed on the use of verb, adverb, noun, pronoun, adjective, and preposition. The reason of choosing these kinds of vocabulary, since the second year students of Junior High Schools have been taught these kinds of vocabulary and the students are expectedly familiar with them in order to write a short narrative paragraph easily. In line with these kinds of vocabulary, Wingersky et al. (1999:61) define that:

1. Verb is a word to express an action.

- Verb that expresses an action, such as: write, read, study, and go.
- Verb that is in the form of 'be', such as: is, am, are has, had and should.

2. Noun is any word that names a person, place or thing.
For example: John, class, book and beauty.
3. Adjective is a word that describes nouns and pronouns.
For example: good, bad, clever and beautiful.
4. Preposition is a word used with a noun or pronoun to form a phrase that shows location, time, ownership or identification, or exclusion within the sentence.
For example: on, at, by, and beside.

2.6.2 Grammar

Fairbairn and Winch (1996:108) state that grammar is a set of rules to help the students construct sentences that are reasonable and in acceptable English. It deals with how to form and to use words, phrase, and sentence correctly. In addition, Heaton (1988:135) says that grammatical skills are the ability to write correct and appropriate sentences.

In reality, writing grammatically correct sentence is not easy for the students of Junior High Schools. This condition was found from the result of the students writing when the classroom observation in the preliminary study was conducted. The lack of ability to construct grammatically correct sentence often made the students got difficulties in expressing what they intend to write. Bram (1995:25) agrees that the lack of grammar makes the writing hard to be interpreted. This condition implies that grammar is really important to be considered in writing. Grammar helps the reader and writer understand to the sentences written.

Therefore, the teacher may give guidance to the students in order to help them avoid grammatical mistakes. There are some points to help the students construct the sentences better. Fairbairn and Winch (1996:109) purpose some basic points to construct grammatically correct sentences:

- a. Make sure that all sentences contain a main verb.
- b. Make sure that nouns or pronouns agree with the verb used.
- c. Ensure that tenses of verbs are consistent.
- d. Make sure that no crucial or grammatically significant words are missing.

Consequently, the students were required to write grammatically correct sentences in this classroom action research. The ability in writing correct sentences was looked whether the sentences had a main verb and the verb used should be consistent with the noun or pronoun and tense. In sum, the sentence should use grammatical words completely. As the limitation in writing, the students were asked to write by using simple present tense and simple past tense. These kinds of tenses were focused in this study because these tenses had been taught in the second year students of Junior High Schools. It was expected that the students were more easily to express their ideas into correct sentences by using simple present tense and simple past tense.

2.6.3 Mechanics

Mechanical skill is one of the skills in writing covering the ability to use the conventions in the written form (Heaton, 1988:135). Furthermore, he states that mechanics refer to punctuation, capitalization, and spelling. In this research, the mechanics used to evaluate the students' writing were punctuation and capitalization.

Punctuation refers to the sign of marks those are used to clarify the writer's ideas. According to Fairbairn and Winch (1996:81) punctuation is the name given to a variety of devices that the writer used in order to help readers to understand their meaning when they are writing. Generally, there are many punctuation devices such as full stop, comma, semicolon, question marks, exclamation mark, parentheses, apostrophe and quotation marks. However, there were some punctuation devices commonly used in the paragraph that were emphasized in this classroom action research. They were full stop, comma, question marks, and apostrophe. These kinds of punctuation were chosen because in the Junior High Schools level, punctuation is not taught intensively, but integratively with writing or reading.

The next mechanical skill is capitalization. In this study, capitalization deals with the use of capital letters in the sentences. According to Wingersky et al. (1999:385), capital letter is a letter with special form that is used to begin a name

or a sentence. There are some kinds of words that should be written with capital letter such as:

1. The first word of a sentence.

For example: The concert began late.

2. The names, nicknames, and initials.

For example: John Henry Carson, Ike, A. L. Smith.

3. The specific titles.

For example: Mr. Sheridan, Professor Williams, Dr. James

4. The pronoun I.

For example: I go to school on foot.

5. The noun or adjectives of the name of rules, religions, or any references to god.

For example: God, Islam, Bible, Judaism.

6. The name of Places, Events, Brand Names, and dates.

For example: Great Britain, World War I, House of Representative, Chevrolet Sedan, Thursday, and July.

2.7 The Use of Learning Community Technique to Improve the Students' Achievement in Writing a Short Narrative Paragraph

As has been explained above, one of the techniques that was used to improve the students' writing achievement is learning community technique as one of the components of the CTL approach. In relation to learning community technique, there are main points that must be paid attention. This principle believes that learning can be created better if a learner is willing to speak up and is willing to share his ideas to other learners. In other words, there should be collaboration and interaction among the learners. Muth'im (2003:117) confirms that learning community technique encourages learners to collaborate with others. Collaboration may occur between students and teacher, between students and school, and between students and students, etc. Moreover, collaboration may also happen between school and factories, or between school and communities at large.

In this study, the collaboration was focused on collaboration between students and students in the classroom that was presented in the form of Jigsaw by using picture in series. In this case, the application of that form was given in the pre-writing activity in order to arouse the students' prior knowledge. Then, by arousing the students' prior knowledge, it could help them easier to make up their mind to the topic given before starting to write. As the result, the students were able to improve their writing achievement, particularly in writing a short narrative paragraph.

Based on the explanation above, it was expected that teaching writing through learning community technique as one of the components of the CTL approach could improve the students' writing achievement, particularly in writing a short narrative paragraph.

2.8 Previous Research Findings

Collaboration is an essential part in the principle of learning community technique. Collaborative learning activity in the writing process gives a wide chance for the students to improve their ability to work with peers or groups as well as encourage them to gain confidence in their writing and their thinking about writing. In relation to this case, the students could discuss about a topic of writing, exchange ideas, and share and revise the result of their writing then write the final copy of writing. As the result, they were able to improve their achievement in writing as well as to improve their involvement in every step of the writing process. Concerning the application of learning community technique, there were some research findings which supported the application of this technique in the classroom.

A classroom action research which was undertaken by Sutono (2000) revealed the fact that the use of cooperative learning in teaching speaking can improve the students' speaking achievement of the third year students of SLTPN1 Ranuyoso Lumajang in the 1999/2000 academic year. It was proved by the results of the speaking test that the mean score of the students' speaking achievement improved from 67.81% in the first cycle to 72.58% in the second cycle. The

similar result was also indicated in the experimental research by Rosyid (1998) that investigating the effect of studying in groups on the English achievement. It was found that there was a significant effect of studying in groups on the English achievement of the first year students at SLTPN 1 Pakusari Jember in the 1997/1998 academic year. The effectiveness of teaching by studying in groups was about 7.72% than tutorial teaching.

In line with those research findings, Johnson (2002:89) states that collaboration removes the mental blinders imposed by limited experiences and narrow perceptions. It makes possible to discover personal strengths and weaknesses, learn to respect others, listen with an open mind and build consensus. Based on this idea, by working together with peers or groups, the students were able to overcome their writing problems, act independently and responsibly, and able to make their own decision. On the contrary, Lie (2002:42) confirms that collaborative learning needs the teacher's best efforts, in grouping, managing, and controlling the class. In addition, critics of collaborative learning believe that when the students work in small groups, invariably they exchange ignorance, carry unequal burdens, behave inefficiently, and argue (Johnson, 2002:89).

2.9 Themes and Topics of Teaching Writing at SMP Level Based on 2004 English Competency-Based Curriculum

The teaching of writing at SMP level based on 2004 English Competency-Based Curriculum substantially aims at expressing a variety of meanings (interpersonal, ideas, textual) in various interaction and monologue written texts particularly in the forms of descriptive, narrative, spoof/recount, procedure, report and anecdote.

Furthermore, the themes that available in the 2004 English Competency-Based Curriculum of the second year students in even semester are *Health, Seasons, Recreation* and *Animals*. In this study, the themes that were chosen were *Recreation* and *Animals*. This was because based on the interview with the English teacher of SMPN 1 Tegaldlimo Banyuwangi on the preliminary study that was conducted; those two themes were not taught yet by the English teacher.

Meanwhile, based on 2004 English Competency-Based Curriculum, the English teacher has autonomy to determine kinds of topics that are suitable with the themes that have relevance with the students' real life context. For instance, the English teacher chooses a theme "Recreation" with the topic "On The Beach". This topic was selected under the main reason that the place where the students are living close to the beach and they are used to going over there for recreation. Based on the information from the English teacher, the topics chosen for the theme "Recreation" were *On The Beach*, *In The Mountain*, and *At The Zoo*. As to the theme "Animals", the topics chosen were *Pets*, *Wild Animals*, and *Cattle*.

2.9 Action Hypothesis

The action hypothesis of this classroom action research is "The application of learning community technique in teaching writing, that is the students are given a chance to cooperate in the writing process by using jigsaw with picture in series to help them to write, can improve the students' achievement in writing a short narrative paragraph of the second year students of SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year".

III. RESEARCH METHODOLOGY

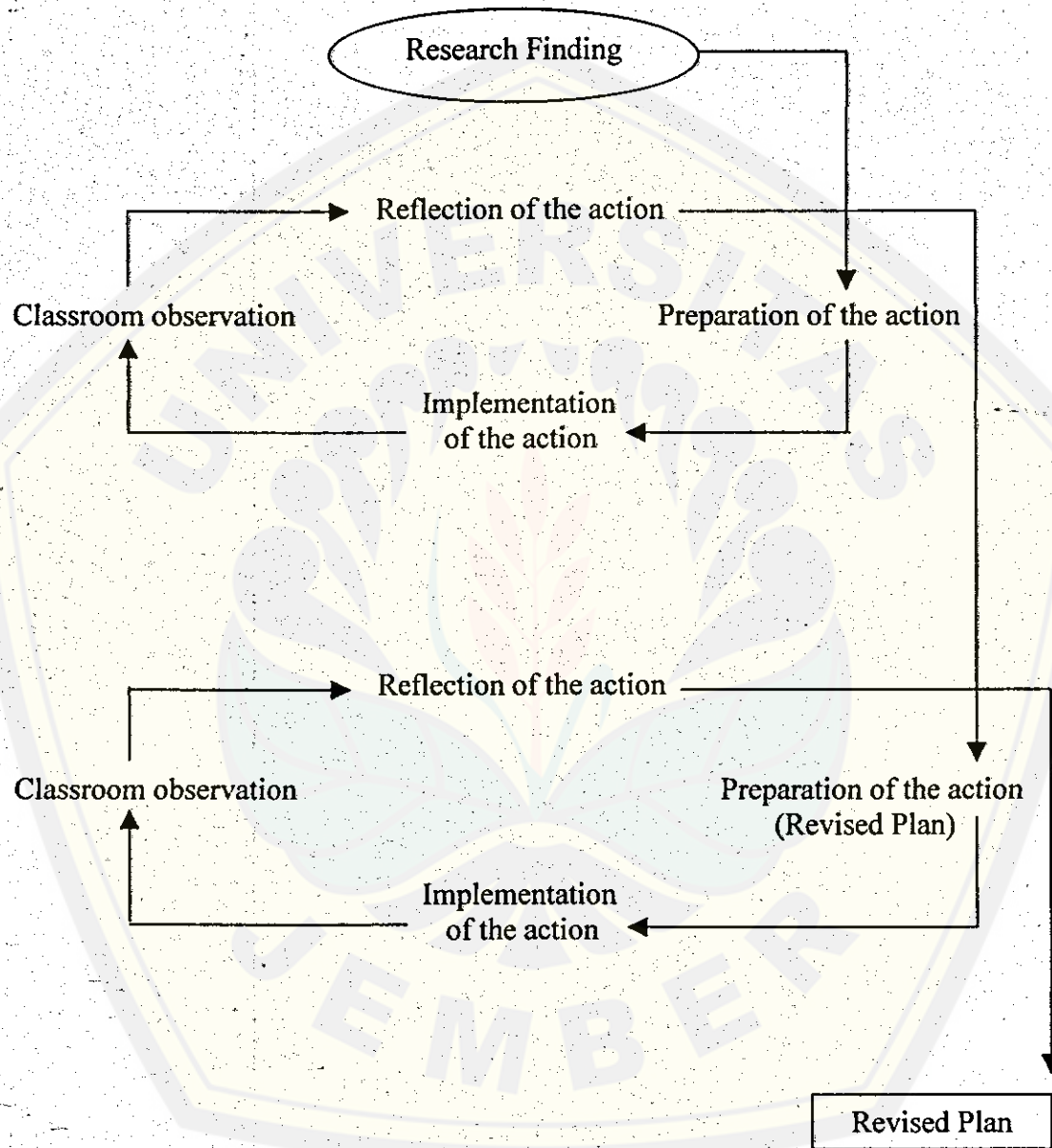
This chapter presents the discussion about the research methodology applied in this research. They cover research design, area determination method, respondent determination method, data collection methods, and research procedures. All of these issues are highlighted in the following section.

3.1 Research Design

As it has been stated in Chapter II, this research aimed at applying learning community technique in order to improve the achievement of writing a short narrative paragraph of the second year students of SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year. In line with this idea, the design chosen for this research was classroom action research with the cycle model. Elliot (1991:69) states that an action research is the study of a social situation which is suitable in the educational field with a view to improve the quality of the action. In addition, Kistono (2003:2) confirms that classroom action research is a research that is intended to solve the practical problems faced by the teacher in the teaching learning process. Thus, this classroom action research was intended to overcome the students' problem in the field of writing.

This classroom action research was conducted collaboratively with the English teacher who teaches English to the second year students of SMPN 1 Tegaldlimo Banyuwangi. It was started by looking at the previous research finding on the writing achievement, as the base to know the phenomena. Then, the research collaboration focussed on identifying and defining the research problem that was faced by the English teacher, planning the action by considering its applicability, carrying out the action of the research and doing the reflection and evaluation on the implementation of the action as the last stage of activity. The classroom action research continued the cycle as represented in the diagram; that was if the result of the first cycle was not satisfactory, then it was proceeded to the next cycle. The design of this classroom action research is illustrated in the following diagram.

Figure 2. The Model of the Classroom Action Research



(Adapted from Kemmis, S., McTaggart, R. in Latief, A., 2003:105).

3.2 Area Determination Method

In this classroom action research, the research area was determined by purposive method. The purposive method was used because it had a function to determine the research area to gain certain goal (Hadi, 1997:82). The area of this classroom action research was SMPN 1 Tegaldlimo Banyuwangi, especially Class II C. This school was taken purposively under the consideration that teaching writing a short narrative paragraph by using learning community technique as one of the components of CTL approach had never been applied before by the English teacher at this school. Furthermore, since the researcher and the English teacher as the collaborator had known each other well, it was expected that there was a good and successful collaboration in conducting this classroom action research.

3.3 Respondent Determination Method

McMillan (1992:69) defines respondents as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. In determining the respondents, a preliminary study had been conducted at SMPN 1 Tegaldlimo Banyuwangi. This preliminary study was conducted on 7th September 2004 to get the first-hand information and to identify the initial problem that had been facing by the students and the English teacher in the teaching and learning writing process. Among the second year classes, the class II C was determined as the research respondent. The total number of the students in this class was 44 students. The English teacher revealed that the class II C got difficulties in writing ability and got the lowest average score of the daily writing test, that was 58. In addition, as it had been suggested by the English teacher that the writing achievement of the students in this classroom needed to be improved in their writing ability. Besides, the English teacher of class II C had agreed to conduct classroom action research collaboratively with the researcher. Therefore, the class IIC students was determined as the respondents in this classroom action research.

3.4 Data Collection Methods

The data needed in this classroom action research cover the primary data and the supporting data. The methods used in collecting the primary data were classroom observation and writing test, while the supporting data were gathered through an interview and documentation.

3.4.1 Primary Data

a. Observation

Observation was used to get the primary data about the teaching and learning writing process in the classroom. In this research, the researcher did direct observation to know the students' involvement when they were taught writing a short narrative paragraph by the English teacher using Learning Community technique. On the other hand, observation was done by the researcher to observe and note all of the things that happen in the class during the teaching and learning process.

In line with observation, Arikunto (1998:234) suggests that the best way for doing observation is by using observation instrument. In this case, the instrument that was used was checklist paper. The checklist paper was used to record the students' involvement in the teaching learning process whether they were active or passive. The indication of active students could be seen from asking question, answering questions, and paying attention and enthusiasm in the learning itself. The checklist paper is enclosed in Appendices 9 and 14. In addition, to observe the students' activity especially when they were collaborating or working in the group, an observation checklist for group work was used to record the students' involvement (Appendices 10 and 15). This observation checklist was used to evaluate the students' involvement when they were asked to write a short paragraph by using jigsaw with picture in the group. The criteria that were used to measure their involvement were indicated by the quality of their cooperation, interaction, and their interest in working in group.

b. Writing Test

According to Arikunto (1998:6), test is a set of questions or exercises or instruments that is used to measure the skills, knowledge, and intelligence owned by the individual persons or group. In this classroom action research, writing test was used to collect one of the primary data about the students' achievement. Hughes (1996:10) says that the purpose of achievement test is to establish the success of the individual, group of the students or course in achieving the objective. Therefore, writing test was used in this research to measure students' achievement in writing a short narrative paragraph after they were taught how to write short narrative paragraph by using learning community technique.

In addition, content validity was used in this research because the test materials were constructed by considering the indicators to be measured. The test materials were constructed based on the English Competency-Based Curriculum for Junior High Schools and were consulted to the English teacher before administering the test to the respondents. In accordance with those ideas, since the test used content validity, it needed to be reliable as well. The reliability of the test was looked upon that the test had likely the same result when it was given to different time (Hughes, 1996:29). In this research, since the test had content validity, it was assumed that the test was reliable.

In this research, further, a teacher-made test in the form of subjective test was administered. This test was chosen relating to the use of learning community technique for the students' writing achievement. Furthermore, paragraph composition test was applicable to the construction of writing achievement test. It means that by using paragraph composition test, it was able to measure the students' achievement in writing easier. In this test, students were asked to write a short narrative paragraph which consisted of not more than six simple sentences, and the time allocation for doing such test was 45 minutes. In addition, there were three aspects that were scored analytically; they were grammar, vocabulary, and mechanics, as discussed in Chapter II. In this classroom action research, the test was given to the students at the end of the cycle after the action. Meanwhile, writing test was given in the third meeting. The criteria used to

evaluate the actions could be measured from the results of the writing test. The writing test was scored analytically that is enclosed in Appendix 3 and the results of the writing test can be seen from the mean score.

The scoring guide in Appendix 3 is used to assess the students' writing test that are concerned with vocabulary, grammar, and mechanics. Dealing with the scoring guide, each aspect was classified into five levels. Therefore, the highest score that could be gained by the students from each aspect was five. The score was the total number of the three aspects. For example: a student got 4 for grammar, 3 for vocabulary, and 5 for mechanic. The total number of the three aspects was 12 ($4 + 3 + 5$). Thus, the student's score was 12. Then this score was classified based on the standard score of Depdiknas (1999:10).

3.4.2 Supporting Data

a. Interview

Arikunto (1998:231) states that interview is the fastest way for collecting the research data. In this classroom action research, interview was applied for obtaining the supporting first hand data about some information that had been done in the preliminary study, such as the result of the daily English writing test and the students' writing problems. The interview was conducted with the English teacher. In this case, structured interview was used in which a list of questions was used as a guide while interviewing.

b. Documentation

Documentation is the method to get the data about variables in the form of notes, transcript, books, and newspaper (Arikunto, 1998:236). In this research, documentation was used to collect the supporting data about the names of the respondents, the teaching learning facilities, the curriculum or the basic course online for English for the second year students.

3.5 Research Procedures

3.5.1 General Description of the Research

In order to achieve the goal of this research, the action was implemented in the form of cycle that covered four stages of activities. They were as follows:

1. The preparation of the action
2. The implementation of the action
3. The class observation
4. The reflection of the action

(Adapted from Elliot, 1991: 69)

3.5.2 The Research Procedures in Detail

The activities in this classroom action research followed these procedures:

1. Undertaking the preliminary study to identify the problems that had been facing by the students and the teacher in the teaching and learning writing skill.
2. Determining the problem to be solved through this classroom action research.
3. Planning the action (constructing the lesson plan for the action in the first cycle).
4. Training the English teacher as how to apply the learning community technique in writing a short paragraph, in so doing all possible problems were discussed in advance.
5. Implementing the action in the first cycle that was teaching writing through learning community technique that was conducted by the English teacher.
6. Observing the classroom while implementing the action that was done by the researcher.
7. Reflecting and evaluating the results of the observation and the teaching learning process. If the result has met the requirements, there will be no further cycle. On the other hand, if the result is still not satisfactory, the second cycle will be necessary. This activity was done by the English teacher and the researcher.

8. Administering the test on writing a short narrative paragraph.
9. Analyzing the results of the writing test quantitatively and qualitatively.
10. Drawing the conclusion to answer the research problem based on the results of observation and the students' writing test.
11. Constructing the lesson plan for the second cycle by revising the lesson plan in the first cycle.
12. Implementing the action in the second cycle that was teaching writing through learning community technique based on the revised lesson plan. This activity was done by the English teacher.
13. Observing the classroom while implementing the action in the second cycle that was done by the researcher.
14. Reflecting the results of the observation and the teaching learning process in the second cycle.
15. Administering the test on writing a short narrative paragraph.
16. Analysing the results of the writing test in the second cycle quantitatively and qualitatively.
17. Drawing the conclusion to answer the research problem based on the results of observation and the students' writing test in the second cycle.

a. Planning of the Action

In this classroom action research, the planning of the action was done after the pre-cycle. It was intended to plan and prepare everything that was needed in all of the steps in implementing the action of the research in order to get the best result, such as preparing the material, the teaching method and the technique or instruments of evaluation.

In the preparation of the action, several activities were prepared as follows:

1. Choosing the themes and sub-themes taught in the second semester of 2004/2005 academic year, based on the Basic Course Outline of 2004 English Competency-Based Curriculum for Junior High Schools.

2. Preparing the teaching method and strategy that was used to teach writing short paragraph in order to improve the students' writing achievement.
3. Preparing the learning aids suitable with the learning objectives.
4. Writing the lesson plan for the action in the first cycle.
5. Preparing the monitoring instruments as well as the instrument for evaluation and the scoring made for evaluating.
6. Constructing the writing test based on the theme and sub-theme including the scoring made.

b. Implementation of the Action

Implementation means the realization of some actions that has been planned before hand (*Tim Pelatihan Tindakan*, 2000:16). The implementation of the action was conducted during the school hours. The researcher and his collaborator conducted the action of the research based on the lesson plans that had been prepared with his collaborator. In this case, the English teacher as collaborator carried out the action by teaching writing using learning community technique to improve the students' achievement in writing a short narrative paragraph. Meanwhile, the researcher observed and made notes about everything that happen during the teaching learning process.

In the implementation phase, the action cycle was arranged in two meetings. In the first and the second meeting, the English teacher carried out the action by teaching writing using learning community technique to improve the students' achievement in writing a short paragraph. In this case, the English teacher assigned the students with some exercises to write a short narrative paragraph. Meanwhile, in the third meeting, the English teacher and the researcher gave the writing test to the students.

c. Observation and Evaluation

Observation

Observation was an important step in this classroom action research. It controlled the activities and the applications of the actions in this research. Observation means an activity to observe and write down systematically about the system being investigated (Hadi, 1989:37). The researcher as the observer did monitoring during the teaching learning process. In observing the action, checklist paper was used to record the students' activities in the teaching learning process. There were some points that the researcher and the collaborator noted, such as:

1. The students' involvement in the prewriting process, such as in the use of jigsaw writing models to activate the students' prior knowledge.
2. The students' understanding of what to write in a short narrative paragraph.
3. The students' problem and difficulties in the writing process.
4. The students' progress in writing ability, particularly in writing a short narrative paragraph.
5. The students' effort to overcome their difficulties in writing activity.

In addition, the data about the students' improvement in writing a short narrative paragraph were gained from observation and writing test.

Evaluation

In the Competency-Based Curriculum, every school has autonomy to determine its own standard score as the criteria of the students' success in learning. In SMPN 1 Tegaldlimo Banyuwangi, the students were considered to be successful if 70% of students had achieved the standard average score belonged into *good* category and the mean score of the writing test was 70%. Besides, the students' involvement in the teaching learning process was considered successful if there were 75% of the students involved in the process of writing activities. These criteria were used as the main consideration to determine whether the implementation of the research was successful or not.

Table 1: The classification of the scores level

SCORE	CATEGORY
80 – 100	Excellent
70 – 79	Good
60 – 69	Fair
26 – 59	Poor
0 – 25	Fail

(Adapted from Depdiknas, 1999:10)

d. Analysis and Reflection

Analysis

The collected data were analyzed based on the form of the data. The data in the form of sentences from observation in each cycle were analyzed by using descriptive qualitative method. They were described based on the fact of the students' condition when the teaching learning process was going on. Meanwhile, the data from the students' writing test in each cycle were analyzed quantitatively. The researcher used the average score of the students' writing test results in order to know the students' writing achievement. The quantitative formulation to analyse the students' writing achievement test is as follows:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = The percentage of the students' writing achievement.

N = The total number of all indicators.

n = The total score of all indicators.

(Adapted from Ali, 1998:186)

Reflection

After analyzing the action, the researcher and the collaborator did the reflection activity. The purpose of doing reflection was to know whether the action cycle had weaknesses or problems, and to note the strength of the action. The researcher and the collaborator drawn the conclusion based on the reflection and the result of the analysis whether the actions in the first cycle had achieved the objective of the teaching learning process or not. If in the first cycle the target could be fulfilled, it was not necessary to continue the action to the next cycle. However, if in the first cycle the target have not been satisfactory yet, the action would be continued to the next cycles until the objective of the research achieved. The action of the second cycle was arranged by reconsidering the teaching technique, the procedures of the action or the time allocation. On the other hand, what had been well obtained in the first cycle was implemented in the second cycle.

IV. RESEARCH RESULTS AND DISCUSSION

This chapter discusses the results of the action cycles that consist of the research schedule, the results of the observation, the results of writing test, and the results of reflection, which determine the findings of the primary research data. Besides, it also presents the results of supporting data. All of these issues are presented respectively in the following parts.

4.1 Research Schedule

This classroom action research was started at September 7th 2004 by undertaking preliminary study at SMPN 1 Tegaldlimo Banyuwangi to get the first hand information and to identify the initial problem that had been facing by the students and the English teacher of the second year students in the teaching and learning writing process. Then, it was proceeded with the implementation of the action cycles, which were carried out from May 30th 2005 to June 16th 2005. Particularly, the time schedule of this research is available in the following Table 2.

Table 2. The Schedule of the Research

NO	Activities	Date
1	Preliminary study	7 th September, 2004
2	Documentation	10 th September, 2004
3	Interview	30 th May, 2005
Cycle 1		
4	Preparation of the action	29 th and 30 th May, 2005
5	Teaching (first meeting)	30 th May, 2005
6	Teaching (second meeting)	2 nd June, 2005
7	Writing Test I	9 th June, 2005
8	Reflection and evaluation	9 th and 10 th June, 2005

NO	Activities	Date
Cycle II		
9	Preparation of the action	10 th June, 2005
10	Teaching (first meeting)	11 th June, 2005
11	Teaching (second meeting)	13 th June, 2005
12	Writing Test II	16 th June, 2005
13	Reflection and evaluation	17 th and 18 th June, 2005

4.2 The Results of the Action Cycle I

As explained in Chapter III that in the first cycle, the researcher and the English teacher as the collaborator tried to improve the students' writing achievement by applying learning community technique. In this case, the English teacher carried out the action by teaching writing a short narrative paragraph by implementing learning community technique with jigsaw model with picture in series as the learning media. The action cycle was done by the English teacher in two meetings, based on the lesson plans that have been prepared with the researcher. The first meeting was done on May 30th 2005 and the second meeting was done on June 2nd 2005.

Concerning the results of the implementation of the action Cycle I, there were two kinds of evaluation done. They were process evaluation and product evaluation. The process evaluation was done in each meeting during the teaching and learning writing process. It was done by doing classroom observation in order to get the primary data about the students' involvement in the teaching and learning writing process. The observation guide in the form of checklist was used to evaluate the process (see Appendix 9). The observation checklist was used to record the students' involvement which covered the indicators were observed. The indicators observed covered the students' involvement in the teaching and learning writing process that were indicated by asking question, answering question, paying attention to the lesson and enthusiasm on joining the writing process. Besides, it was also used an observation checklist of group work to

record the students' involvement in the writing process especially when they were collaborating or working in the group (see Appendix 10). The indicators that were used to measure their involvement were indicated by the quality of cooperation, interaction, and their interest in working in-group. The results of observation were discussed in the following sub heading 4.2.1.

In addition, product evaluation was done in the end of the action cycle in the third meeting. It was done by administering the writing test on June 9th 2005. The writing test was intended to get the primary data about the students' writing achievement after they were taught to write a sort narrative paragraph by applying learning community technique. The results of the writing test in the first cycle are presented in Table 2 in the sub heading 4.2.2.

4.2.1 The Results of Observation in Cycle I

As explained above, the English teacher in teaching writing implemented learning community technique. Learning community technique is a technique in learning that focuses the attention on collaborating and sharing experiences and knowledge among peers or groups (Muth'im, 2003:117). In relation to this study, the students were required to be able to work with their peers or group by sharing ideas and experiences to solve the writing problems. In this case, the students were asked to discuss about the topic of writing, exchange ideas, share and revise the result of writing in the group and then write the final copy of writing. By using this technique, it was expected that the students were able to improve their writing achievement.

In order to get the best result of the implementation of the action, the researcher had trained the English teacher how to apply learning community technique in teaching writing. By having discussion, the researcher gave some explanations with the English teacher about the concept of learning community technique, the procedures of implementing this technique in the process of writing activities, and the role of the English teacher in the teaching and learning writing process comprehensively. In so doing, the researcher and the English teacher also

discussed about the possible problems that might appear in implementing this technique.

In addition, to capture how far the students were involved in the process of writing activities, the researcher did classroom observation. Classroom observation was done by the researcher while the English teacher as the collaborator was carrying out the action that was teaching writing by applying learning community technique. In observing the classroom, the researcher as the observer used the observation guide in the form of checklists, which contained the observed indicators (see Appendices 9 and 10). Furthermore, the classroom arrangement of the students' seats was also used in order to help the researcher more easily observe the classroom (see Appendix 6). Generally, the results of observation in the first cycle could be described as follows.

In the first cycle, the English teacher carried out the action based on lesson plans that have been made with the researcher (Appendices 7a and 7b). The sub theme used in the first meeting was *On The Beach*, while in the second meeting was *At The Zoo*. In each of meetings, the English teacher gave the worksheets to the students. In the first meeting, the English teacher particularly provided the students with a reading passage in order to improve their vocabulary comprehension. In setting the lesson, firstly, the English teacher gave some leading questions to the students related to the topic given. Based on the observation, when the English teacher gave some leading questions, most of the students did not respond to the teacher's questions. They only kept silent and did not answer the teacher's questions.

In the next step, the students' were required to work in-groups to discuss the writing materials. The English teacher divided the students in the group of four heterogeneously based on their ability and gender. In this case, the class were divided into 11 groups (Appendix 5a). Then, she asked the students to sit down based on their own group. Next, she appointed the higher English achiever as the leader of the groups. In relation to this phase, the English teacher experienced difficulties in controlling and managing the classroom. That was because the students were so noisy particularly when they were asked to move based on their

their group cooperatively in every step of writing process. She also told to the students about the time allocation needed to finish off every step of the writing activities in detail. After that, she checked the students' comprehension about the instructions by giving a chance for them to ask questions.

The process of writing activities covered three main stages, pre-writing, drafting and organizing, and rewriting activity. Basically, the process of writing activities was the same as in the first cycle. In the pre-writing stage, after distributing the picture in series to the students, the English teacher asked every member of the groups to write a simple sentence based on the picture they kept. In the next stage, she asked every member of the groups to share and discuss the results of their writing cooperatively. After that, the groups were asked to arrange and write a good narrative paragraph based on the picture in series given. In addition, in the last stage, the English teacher asked all the groups to make revisions of the results of their writing.

In general, based on the results of observation in the second cycle, it could be said that the teaching and learning writing process ran more effectively and enjoyably. It could be seen from the students' participation and interest in joining the lesson by asking questions or sharing ideas among peer-groups. The results showed that there were 79.2% of the students actively involved in the teaching and learning writing process. Most of the students did not felt reluctant anymore to raise questions to the teacher (76.5%). In addition, more students tried to response to the teacher's explanation and question well (77.3%). Moreover, the students were more enthusiastic to be involved in the writing process. In this case, the class was not dominated by only a few students or higher achiever anymore. They were more cooperative to share their knowledge and experiences to solve the writing problems with their own groups. It was proved by the results of the students' cooperation that was 78.8%. Besides, the use of picture in series which was modified by colouring and adding a key word, made the students more interested in learning writing and it could help them write a narrative paragraph more easily.

4.3.2 The Results of the Students' Writing Test in the Cycle 2

Table 6. The Students' Writing Achievement Scores in Cycle 2

No	Score of Each Indicator						Total Score	%
	Vocabulary	%	Grammar	%	Mechanic	%		
1	3	60	3	60	4	80	10	66.7
2	4	80	3	60	4	80	11	73.3
3	3	60	3	60	3	60	9	60
4	4	80	4	80	4	80	12	80
5	3	60	3	60	3	60	9	60
6	4	80	4	80	5	100	13	86.7
7	5	100	4	80	5	100	14	93.3
8	4	80	3	60	3	60	10	66.7
9	4	80	4	80	4	80	12	80
10	3	60	3	60	3	60	9	60
11	3	60	3	60	4	80	10	66.7
12	4	80	4	80	4	80	12	80
13	4	80	4	80	4	80	12	80
14	3	60	4	80	3	60	10	66.7
15	4	80	4	80	5	100	13	86.7
16	4	80	5	100	4	80	13	86.7
17	4	80	4	80	4	80	12	80
18	4	80	4	80	4	80	12	80
19	4	80	3	60	4	80	11	73.3
20	4	80	4	80	4	80	12	80
21	3	60	4	80	4	80	11	73.3
22	4	80	4	80	5	100	13	86.7
23	3	60	3	60	3	60	9	60
24	4	80	3	60	3	60	10	66.7
25	3	60	3	60	4	80	10	66.7
26	3	60	4	80	4	80	11	73.3
27	4	80	4	80	4	80	12	80
28	4	80	3	60	4	80	11	73.3
29	3	60	3	60	3	60	9	60
30	4	80	3	60	3	60	10	66.7
31	4	80	5	100	4	80	13	86.7
32	4	80	3	60	3	60	10	66.7
33	4	80	3	60	4	80	11	73.3
34	4	80	3	60	4	80	11	73.3
35	4	80	4	80	5	100	13	86.7
36	4	80	4	80	4	80	12	80
37	4	80	4	80	5	100	13	86.7

No	Score of Each Indicator						Total Score	%
	Vocabulary	%	Grammar	%	Mechanic	%		
38	4	80	5	100	5	100	14	93.3
39	4	80	4	80	4	80	12	80
40	4	80	4	80	4	80	12	80
41	5	100	4	80	4	80	13	86.7
42	4	80	4	80	4	80	12	80
43	4	80	3	60	4	80	11	73.3
44	4	80	4	80	4	80	12	80
44 (N)							34 (n)	
E (Average Score)							77.27%	

$$E = \frac{34}{44} \times 100\% = 77.27\%$$

Based on the results of the writing test conducted in the second cycle, it was found that the students' writing achievement significantly improved. The results showed that the average score of the students' writing achievement that fulfilled the objective of the research was 77.27%. This means that the results of the students' writing achievement in the second cycle had better improvement than that in the first cycle. It improved from 63.64% in the first cycle up to 77.27% in the second cycle or it increased by 13.63%.

Furthermore, the classification and the frequency of the students' writing test in the Cycle 2 above can be described as follows.

Table 7. The Classification and Frequency of the Students' Writing Test Scores in Cycle 2

Classification	Interval Score	Frequency	Percentage
Excellent	80 – 100	7	15.91%
Good	70 – 79	27	61.36%
Fair	60 – 69	10	22.73%
Poor	26 – 59	0	0%
Fail	0 – 25	0	0%

From Table 7 above, it could be pointed out that the students whose scores were classified into *poor* category was 0%. This means that there was no students who got scores in the range of 0 – 25. Besides, there were 22.73% of 44 students got scores in the range of 60-69. It meant that there were 10 students were classified as *fair* category. Next, the number of students whose scores between 70-80 was 61.36%. In other words, there were 27 students were classified as *good* category. Finally, there were 7 of the students whose scores in the range of 81-100. It meant that there were about 15.91% of the students' writing achievement could be categorized as *excellent*. Based on the results above, it could be stated that on the average, there were 34 students or 77.27% of 44 students who achieved the standard average score required in this research, that was 70% of the students got scores in the *good* category.

Based on the indicators of the students' writing achievement, the results can be counted in the following Table 8.

Table 8. The Students' Writing Achievement Based on the Indicators and the Classification.

No.	Indicators	Mean Score (%)	Classification	Interval Score
1.	Vocabulary	75.9	Good	70 – 79
2.	Grammar	73.2	Good	70 – 79
3.	Mechanic	78.6	Good	70 – 79
	Writing Achievement	75.9	Good	70 – 79

Based on the Table 8 above, it was found that all of the indicators of the students' writing achievement had improved significantly in the second cycle. The results showed that on the average, the percentage of the students' vocabulary achievement was 75.9%. This means that the students got scores in the range of 70-80 which classified in the *good* category. Then, the percentage of the students' grammar achievement was 73.6%. In this case the students got scores in the range of 70-80 on grammar achievement that could be classified as *good* category. In addition, the students' mechanic achievement was 78.6%. This means that the students were categorized as *good*. Based on the indicators of the writing test in Cycle 2 above, it could be stated that the mean score of the students' writing

achievement was 75.9%. This means that the mean score of the students' writing achievement had achieved the objective of the research that was 70%.

4.3.3 The Results of Reflection in Cycle 2

Having known about the results of observation and the writing test in the Cycle 2, it could be stated that the students had better improvement both on their involvement in the writing process and in the writing achievement. Based on the results of observation in the Cycle 2, it was found that the students were more actively involved in the teaching and learning writing process. There were about 79.2% of 44 students got involved in the teaching and learning writing process. In this case, the students' involvement increased from 67.8% in the first cycle up to 79.2% in the second cycle. This means that the students' involvement in the teaching and learning writing process in the second cycle had fulfilled the requirement of this research that was 75%. This condition happened because some weaknesses that appeared in the first cycle had been revised and implemented well in the second cycle. In the results, the students did not feel reluctant anymore to raise questions and also to response the teacher' explanation. They felt more enjoy and interested in the process of writing by discussing with their group members to solve the writing problems. The students had willingness and responsibility to take part in the discussion.

Besides, from the results of the writing test in the second cycle, it was also found that the percentage of the students' writing achievement was higher than that in the first cycle. It increased from 63.64% in the first cycle upto 77.27% in the second cycle. This means that the students' writing achievement was classified in the *good* category in the second cycle.

Based on the results of observation and the writing test in the second cycle, it was concluded that the use of learning community technique by using jigsaw model with picture in series as the learning media in the action Cycle 2 could improve the students' writing achievement. In this case, the students' writing achievement had achieved the standard average score requirement. Since the results of the students' writing achievement had achieved the target of this

research, it was not necessary to proceed to the third cycle. In other words, the action Cycle 2 had successfully improved the students' writing achievement and the action cycle was stopped.

4.4 The Results of Supporting Data

In this research, the supporting data were obtained through interview and documentation. These data were used to support the primary data in order to make a whole picture of the phenomena.

4.4.1 The Result of Interview

The interview was conducted with the English teacher of the second year students as the interviewee. It was done on 7th September 2004 in the preliminary study at SMPN 1 Tegaldlimo Banyuwangi. The interview was done to set the picture of the English teaching in general and the teaching of writing in particular. The second interview was conducted on 30th May 2005. The interview was intended to get one of the supporting data about the teaching of writing, the curriculum applied, the teaching technique used, the book used in teaching writing and the problems of the teacher and the students in the teaching and learning writing process. The results of interview were as follows.

After conducting the preliminary study, the researcher got some important information needed. According to the English teacher, she has been graduated from PBSLP Malang in 1960. She has been teaching English at SMPN 1 Tegaldlimo Banyuwangi for about 18 years. In teaching English, she has been using 2004 English Curriculum or 2004 English Competency-Based Curriculum for Junior High Schools. The English teacher taught writing integratedly with other language skills, such as listening, speaking, and reading. For example when teaching writing and listening, the English teacher usually read a story or a text orally, then asked the students to write or to paraphrase the story read by using their own words. In teaching writing and speaking, she usually asked the students to write their opinions based on the topic given, then she asked the students to make a dialogue in pairs. Further, in teaching writing and reading, the English

teacher often asked the students to read an English text, then they were required to re-write the text by using their own words and assigned them with some exercises. Furthermore, the English teacher used writing exercises in book for the students' writing activities. The textbook used by the English teacher in teaching English was "Bahasa Inggris untuk kelas 2 SMP" published by Intan Pariwara in 2002.

Concerning the teaching and learning writing process, there were some problems faced by the English teacher. Based on the English teacher, the students got difficulties in learning writing, particularly on the English writing components, such as vocabulary, grammar, and mechanics. The students got difficulties to make a piece of writing because they were lack of vocabulary and were not able to use the words appropriately either. As the result, it was difficult for them to express their ideas or opinions in a good sentence or paragraph. In addition, the students were often confused on applying grammar in the writing. Usually, they just wrote without considering the correct grammar. Besides, the students often did not use mechanics properly. To solve those problems, the English teacher used the application of dictation technique. However, the application of this technique only helped the students improve their vocabulary as one of the writing components. On the other hand, the component of grammar could not be increased. Therefore, it needed another technique that could increase all of the writing components above. In relation to this study, the English teacher and the researcher applied learning community technique by using jigsaw with picture in series as the learning media to improve the students' writing achievement. She was quite eager to practice such technique because it was new to her.

4.4.2 The Results of Documentation

Documents were used to get the supporting data about the list of respondents, the school teaching learning facilities, and the themes and sub themes for writing materials for the second year students of Junior High Schools. The data were gained on 10th September 2004. The documentation results are presented below.

The respondents of this research were the second year students of SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year. They were the students of class II C. The number of students of class II C was 44 students that consisted of 22 male students and 22 female students. They were chosen as respondents in this research because they had the lowest mean score (58) among the six classes of the second year. The list of the names of the respondents is enclosed in Appendix 4.

The school facilities of SMPN 1 Tegaldlimo Banyuwangi to support the English teaching learning process covered 18 classrooms, a computer laboratory, and a library. The facilities provided in the school library were the English textbooks, dictionaries, discovery books, and some magazines. In this case, sometimes the English teacher asked the students to look for some articles in the library, and then assigned them to make summary or a simple composition. Unfortunately, the English teacher was rarely using the computer laboratory's facilities in teaching English.

The themes for the writing materials for the second year students are based on 2004 English Competency-Based Curriculum for Junior High Schools. The themes that available in the 2004 English Competency-Based Curriculum of the second year students in even semester covered *Health, Seasons, Recreation and Animals*. In this study, the themes chosen were *Recreation* and *Animals*. Meanwhile, the sub themes chosen for the theme recreation were *On The Beach* and *At The Zoo*. Besides, the sub themes for the theme animals were *Pets* and *Wild Animals*.

4.5 Discussion

Based on the results of the implementation of the actions, generally the students' writing achievement can be described as follows.

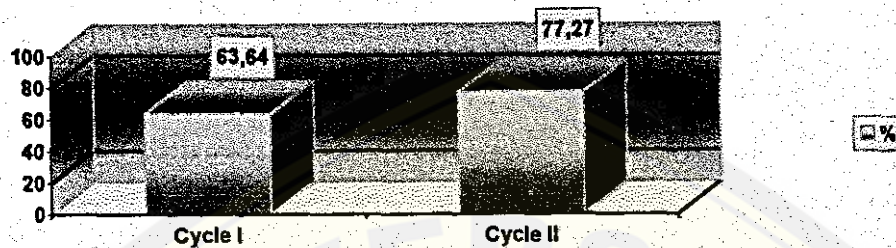
In the first cycle, the students' involvement in the process of writing activity was not as good as what it was expected. On the average, the percentage of the students' involvement in the process of writing activities was only 67.8%. From this data, it could be pointed out that the students were still passively

involved in the writing process. Most of the students were still reluctant to raise questions to the teacher and they felt worried to respond to the teacher's questions. On the other side, the students' writing achievement after being given the action by teaching writing by applying learning community technique with jigsaw model with picture in series as the learning media, was unsatisfactory yet. It was found that the students' writing achievement was 63.64% or it was classified as *fair* category. Concerning the objective of this research, the students' writing achievement in the first cycle still could not achieve the standard average score that was 70% or in the *good* category. In other words, it could be pointed out that the use of learning community technique by using jigsaw model through picture in series in the first cycle still could not improve the students' writing achievement. Therefore, the action cycle was proceeded to the next cycle by revising the lesson plans, the materials and the teaching media in order to help the students achieve the target of the research.

After giving the action in the second cycle, it was found that the students' writing achievement had significantly improved. The percentage of the students' writing achievement had increased from 63.64% in the first cycle up to 77.27% in the second cycle. This means that the students' writing achievement had achieved the standard average score that was 70% or it was classified as *good* category. In relation to this case, moreover, the improvement of the students' writing achievement in the second cycle was also followed by the improvement of their involvement in the process of writing activities. On the average, the percentage of the students' involvement was 79.2% or classified as *good* category. In this case, the students did not feel worried anymore to respond the teacher's questions and raise questions to the teacher when they got some problems. Besides, the students' cooperation, interaction, and interest in the process of writing activity were categorized as *good* either. From the explanation above, it could be pointed out that the more the students involved in the writing process, the better writing achievement they got.

In brief, the following chart gives clearer information about the students' writing achievement.

Figure 3. The Graphic of the Students' Writing Achievement



Particularly, the students' writing achievement in this research was evaluated from the writing aspects, they were: vocabulary, grammar, and mechanics. The results of those writing aspects were as follows.

- a. On the average, the percentage of vocabulary achievement in the first cycle was 65% or it could be classified as *fair* category. This condition was because the students had lack of vocabularies. This could be exemplified with the result of Suryanto's writing (see Appendix 15) that in the first writing test, he wrote "My family are to go with car to Plengkung beach" instead of "My family go to Plengkung beach by car". In this case, he made some mistakes, particularly on the use of preposition. After conducting the second cycle, the students' vocabulary achievement had better improvement. It was improved from 65% in the first cycle up to 75.9% in the second cycle. In other words, it could be categorized as *good*. The significant improvement of the average of vocabulary achievement in the second cycle happened because the teacher lead the students to brainstorm the words or phrases that related to the topic given and encouraged the students to open the dictionary. Besides, the use of picture in series as the learning media that was modified by coloring and adding the key words was proven to be an effective way to help the students more easily write better in English. Besides, it could raise their attention and interest in the topic given.
- b. In the first cycle, the average of the students' grammar achievement was only 60.5%. It was classified as *fair* category. In relation to this case, it could be pointed out that the students really got difficulties on applying grammar on

writing. It was because, the students often wrote without considering the tenses or word order. This could be exemplified with Ayu's writing (Appendix 15). She wrote "*In weekend, I go for recreation with my car family*" instead of "*In weekend, I go for recreation by my family car*". However, in the second cycle, the average of the students' grammar achievement improved. It improved from 60.5% up to 73.2%.

- c. Generally, the students' achievement in the aspect of mechanic was good. In the first cycle, the percentage of the students' mechanic achievement was 70.7% that belonged into *good* category. However, the students still made some wrong punctuation and capitalization in writing. In line with the better quality of the discussion, in the second cycle, the average of the students' mechanic achievement improved better than that of the first cycle. It improved from 70.7% up to 78.6% in the second cycle.

In sum, the improvement of the students' writing achievement based on the indicators above can be seen in the following Table 9.

Table 9. The Improvement of the Students' Writing Score based on the Indicators in the First Cycle and in the Second Cycle.

No.	Writing aspects	Cycle I (%)	Cycle II (%)
1	Vocabulary	65	75.9
2	Grammar	60.5	73.2
3	Mechanics	70.5	78.6
The students' writing achievement		65.5	75.9

Based on the results above, it could be seen that in the first cycle, the students still got difficulties especially in the area of vocabulary and grammar. The results showed that the mean score of the students' achievement of these two aspects were still could not achieve the objective of this research that was 70%. In this case, the students' vocabulary achievement was 65% and grammar achievement was 60.5%. After conducting the second cycle, these two aspects could be improved and they had achieved the standard requirement. In addition, based on the results above, it was known that grammar was the most difficult

component among the three aspects of writing being investigated. This happened because the students still had lack ability of English grammar. The students often made errors of grammar or word order in their writing.

Basically, all the writing aspects that were measured (vocabulary, grammar, and mechanic) in this research could be improved in the second cycle. Those happened because some weaknesses of the implementation of the first action cycle had been revised and implemented well in the second cycle. Some revisions that have been made generally can be looked in the following Table 10.

Table 10. The Revisions of the Implementation of the Action Cycle I

Cycle I	Revisions	Cycle II
The groups divided equally balance on their gender and skill.	Group member	Regrouping the students based on the students' diversity of gender and skills
The higher English achiever was chosen as the group leader	Leadership	The groups shared the leadership by themselves
Unclear	Instruction	Giving the instruction more comprehensively
Picture in series	Learning media	Coloring and adding the key words of picture in series

In relation to the previous research findings, the results of the previous research findings had supported the finding of this research. Generally, the results of this research revealed the similar fact that the use of learning community technique could improve the students' writing achievement. This finding was supported by the experimental research design undertaking by Rosyid (1998) that investigating the effect of studying in groups on the English achievement. It was found that there was a significant effect of studying in groups on the English achievement of the first year students at SLTPN 1 Pakusari Jember in the 1997/1998 academic year. The effectiveness of teaching by studying in groups was about 7.72% than tutorial teaching. More recently, the similar result was also indicated by a classroom action research that was undertaken by Sutono (2000). The result showed that the use of cooperative learning in teaching speaking could

improve the students' speaking achievement of the third year students of SLTPN1 Ranuyoso Lumajang in the 1999/2000 academic year. It was proved by the results of the speaking test that the mean score of the students' speaking achievement improved from 67,81% in the first cycle to 72,58% in the second cycle.

In line with those findings, it was important to be noted that this classroom action research has similarity as well as differences with the previous researches conducted by Rosyid (1998) and Sutono (2000). The similarity between both Rosyid's and Sutono's and this classroom action research was about the focus of the research that had been concentrated on applying collaborative learning. Collaborative learning that was also called cooperative learning was the main part of the principle of learning community technique. Meanwhile, the differences between this research and the Rosyid's research laid on the respondents of the research, research design, the primary data collection method and the teaching and learning process. Firstly, the respondents of Rosyid's research was the first year students of SLTPN 1 Pakusari Jember, while the respondents of this classroom action research was the second year students of SMPN 1 Tegaldlimo Banyuwangi. Secondly, the design of Rosyid's research was experimental study, while this research was classroom action research. Then, in the Rosyid's research, the primary data was taken from test that was used to measure the students' English achievement, while in this classroom action research, it was gained from the writing test that was intended to investigate the students' writing achievement. Lastly, the teaching and learning process in Rosyid's research presented in the English context in general, while the teaching and learning process in this classroom action research was focused on the writing skill, especially on the narrative paragraph.

In addition, the differences between this classroom action research and the classroom action research that was conducted by Sutono laid on the respondents of the research, the primary data collection method, and the action of the research. The respondents of Sutono's research were the third year students of SLTPN1 Ranuyoso Lumajang. Then, in Sutono's research, the primary data was gained from test that was used to investigate the students' speaking achievement.

Meanwhile, in this classroom action research, the test was one of the primary data (including classroom observation) to investigate the students' achievement in writing a short narrative paragraph. Lastly, the action of Sutono's research was teaching speaking skill by using cooperative learning, while the action of this classroom action research was teaching writing skill by applying learning community technique with jigsaw and picture in series as the learning media to improve the students' achievement in writing a short narrative paragraph.

In conclusion, based on the results of the previous research findings and this classroom action research, it could be pointed out that the use of collaborative learning or group work discussion could encourage the students to be able to share and discuss their ideas and experiences with their peer-groups to solve their problems in learning. Concerning to this research, it was revealed that the application of learning community technique by using jigsaw with picture in series in the second cycle could improve the students' achievement in writing a short narrative paragraph of the second years students at SMPN 1 Tegaldlimo in the 2004/2005 academic year. In this case, it was proved that the use of learning community technique could help the students more easily write a short narrative paragraph and improve their writing achievement. Moreover, the use of learning community technique could make the students more interested in practicing writing and it could make them engage actively in the meaningful and productive writing activity (Johnson, 2002:89).

V. CONCLUSION AND SUGGESTIONS

This chapter presents the research conclusion and suggestions. The suggestions are for the English teacher, the students, and other researcher.

5.1 The Research Conclusion

Based on the results of classroom observations and the writing tests in the first and in the second cycle, it could be pointed out that the use of learning community technique by using jigsaw with picture in series as the learning media could improve the students' achievement in writing a short narrative paragraph. The improvement of the students' writing achievement could be seen from the result of the students' writing test that the percentage of the students' average score increased from 63.64% in the first cycle up to 77.27% in the second cycle, and the students involvement in the teaching and learning writing process that increased from 67.8% to 79.2% in the second cycle. The results had achieved the standard average score requirement that was required in this research. This means that the application of learning community technique in teaching writing, that is the students are given a chance to cooperate in the writing process by using jigsaw with picture in series as the learning media to help them to write, can improve the students' achievement in writing a short narrative paragraph of the second year students of SMPN 1 Tegaldlimo Banyuwangi in the 2004/2005 academic year.

5.2 Suggestions

Realising that there were better improvement of the use of learning community technique in the students' writing achievement, it seems that this technique brings a chance to the progress of the teaching and learning process in the classroom. Therefore, the researcher proposes some suggestions to the following people:

a. The English teacher

It is encouraged to the English teacher to apply learning community technique by using jigsaw with picture in series as the learning media to help the students able to share and discuss their knowledge and experiences with peer group, and to facilitate the students learn how to write a short narrative paragraph well, so they will succeed in writing a good paragraph.

b. For the Students

The students are suggested to apply learning community technique in order that they are able to share ideas and experiences with their peer group to solve their writing problems more easily.

c. For the Future Researchers

The Future researchers or the English teachers who have the similar problem in teaching writing are encouraged to use this research result as an input to conduct further research dealing with learning community technique with different research design such as experimental research or qualitative research in order to cope with the students' problem in writing a short narrative paragraph.

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