

Improving the Eighth Grade Students' Ability in Sentence Writing by Using Pocket Chart at SMP Negeri Sucopangepok, Jelbuk, Jember

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Abstract

Writing is a form of written communication to express the thinking or feeling of the writer. This research was conducted at SMP Negeri Sucopangepok, Jelbuk, Jember with the eighth grade students as the population. The research design was Classroom Action Research. Before writing a paragraph, students have to be able to write correct sentences. From experience, it was found that there were difficulties in sentence writing. The difficulties were sentence fragments and grammatical problems. Besides, the students were not interested in teaching learning process of sentence writing. The objectives of the research were to improve the eighth grade students' participation in teaching learning process by using Pocket Chart and their ability in sentence writing. The target of this research was 65%. The results of students' active participation were 69.35% in the first cycle and 71.54% in the second cycle. The result of sentence writing scores was 66,66% in the first cycle increased to 69,56% in the second cycle. In conclusion, the use of Pocket Chart could improve the eighth grade students' participation in teaching learning process and their ability in sentence writing.

Keywords: *Pocket Chart, Sentence Writing Ability, Simple Past Tense, Students' Participation*

Introduction

One of the ways to master English well is by learning writing skills. Writing is a form of written communication to express the thinking or feeling of the writer. Writing can be used as another way to communicate with other people instead of speaking. For example, a memo, a letter, a poem, etc. Before writing a paragraph, students have to be able to write clear sentences. Fardhani (2005:20) says that clear sentences are sentences which have subject, verb, and use correct punctuations. In addition, the writer hopes that the students could write clear sentences as one of the ways to master English well. Langan (2004:3) says that the students should know the rules of grammar, punctuation, and usage, so they could write clear sentences when communicating with others.

Based on the preliminary study conducted at SMP Negeri Sucopangepok by interviewing the English teacher in July 22nd 2013, it was found that class VIII still had difficulties in sentence writing. The English teacher said that the students sometimes wrote sentences grammatically incorrect. The students often did the structural errors. The structural errors or sentence problems that usually happened in their writing were sentence fragments and grammatical problem. Those problems happened in the context of sentence writing. Sentence fragment is a sentence that does not have a subject or a verb. Grammatical problems deal with the problems or error in using grammar.

Usually the teacher taught them by writing the formula on the whiteboard, after that the students were asked to

write sentences on their note books. From the discussion, the researcher had found that the problem was that the English teacher seldom used various media in teaching English. As a result, the classroom activity became less interesting and only few students were active during teaching learning process because they felt bored, then they were not interested in teaching learning process of sentence writing. In this research, Pocket Chart was used as the teaching medium to help the teacher taught the students sentence writing. This was based on the reasons that Pocket Chart had some advantages. First, Pocket Chart showed them directly how the position of those sentences changed from an affirmative to interrogative sentences, for instance without necessarily to give long explanation about it (Karim and Hasbullah, 1986:5.21). Second, the Pocket Chart made the teacher easy to explain the lesson and made the students understand especially the types of sentence (simple and compound) and practice the forms of sentence (positive, negative, interrogative form) based on the tense (Simple Past Tense). Finally, the Pocket Chart was used by the writer as an aid in teaching sentence writing. Based on the result of previous descriptive research at SLTP Negeri I Gondanglegi – Malang written by Melani (2002), there was significant effect of using Pocket Chart on students' ability in sentence writing. The students' ability in sentence writing was good. It might be caused by using Pocket Chart in teaching sentence writing. From the research result above, Pocket Chart was helpful in the teaching learning process of sentence writing dealing with simple and compound sentence. Based on the reasons above, the

researcher conducted an action research entitled "Improving the Eighth Grade Students' Ability in Sentence Writing by Using Pocket Chart at SMP Negeri Sucopangepok, Jelbuk, Jember".

Research Method

The design of this research was classroom action research. It was designed to improve the eighth grade students' ability in sentence writing by using Pocket Chart as an aid. It is also to improve the students' active participation in learning sentence writing. Rust and Clark (2006:4) state that action research is taking action to improve teaching and learning plus systematic study of the action and its sequences. Further, McMillan (1992:12) defines action research as "a specific type of applied research and its purpose is to solve a specific classroom problem or make a decision at a single local site". In short, a classroom action research is intended to solve problem in the classroom. In this case, this research was intended to improve the eighth grade students' participation and their achievement in sentence writing by using Pocket Chart.

This classroom action research was done collaboratively between the researcher and the English teacher of SMP Negeri Sucopangepok. The collaboration was done in preparing the material, discussing the problem faced by the students in writing sentences, finding the appropriate media to overcome the problem, constructing the design of a classroom action research, carrying out the action in teaching sentence writing, and doing the class observation and reflection. The action that was given to the students of the research is teaching sentence writing by using Pocket Chart as an aid.

There were four stages of activities in the procedure of the classroom action research. They are: a) planning the action, b) implementing the action, c) observing and evaluating, d) analyzing the data and reflecting the action (Sukardi, 2011:213). The procedure was explained in detail in the following section. Here were the activities of the research procedures:

- 1.Planning the action by constructing the lesson plan for the first cycle done in two meetings (lesson plan meeting 1 and lesson plan meeting 2).
- 2.Implementing the action in the first cycle by using Pocket Chart in teaching sentence writing. Meanwhile, the English teacher observed the implementation of the action.
- 3.Giving a writing sentence test to the research subjects after the implementation of the actions in the first cycle.
- 4.Analyzing the result of writing sentence test.
- 5.Reflecting the results of the classroom observation and the sentence writing test. Since the result of first cycle cannot achieve the research target, the action was continued in the second cycle by revising some necessary aspects in the lesson plan.
- 6.Reflecting the result of data analysis and drawing conclusion to answer the research problem.

The area determination method of this research was conducted by using purposive method. The purposive

method was used in this research to determine the research area based on certain purpose (Fraenkel and Wallen, 2006:100). The research was conducted at SMP Negeri Sucopangepok. The respondents of this research was the eighth grade students at SMP Negeri Sucopangepok in the 2013/2014 Academic Year.

The Result of the Research

The action in Cycle 1 was done in three meetings including the test. The observation was intended to observe the students' participation during the teaching learning process of sentence writing by using Pocket Chart in both meetings in Cycle 1.

In the first meeting, there were 19 of 28 students or 67,88% who were actively participated in the teaching learning process of sentence writing by using Pocket Chart. There were 9 of 28 students or 32,12% who were passive in the teaching learning process of sentence writing by using Pocket Chart. The result showed that the percentage of the students' active participation was higher than standard that was 65%. It means that the target of students' active participation was achieved.

In the second meeting, the result of the observation showed that there were 17 of 24 students or 70,83% who were actively participated in the teaching learning process of sentence writing by using Pocket Chart. There were 7 of 24 students or 29,17% who were passive in the teaching learning process of sentence writing by using Pocket Chart. The result showed that the percentage of the students' active participation was higher than standard that was 65%. It means that the target of students' active participation was achieved. The percentage of the students' active participation in the second meeting increased from 67,88% to 70,83%. Meanwhile, the action were still continued into Cycle 2 as are reinforcement and to know the consistency of the students' active participation in the teaching learning process of sentence writing by using Pocket Chart.

Product evaluation in the form of sentence writing test was conducted to measure the students' sentence writing ability. It was found that there were 16 of 24 students or 66,66% who got scores of 70 or higher. This indicated that the students' sentence writing test in the first cycle achieved the target that was at least 65% students got 70 or higher. However, the actions were still continued to Cycle 2 as a reinforcement and to know the consistency of the students' sentence writing scores.

The action in Cycle 2 was done in three meetings including the test. The observation was intended to observe the students' participation during the teaching learning process of sentence writing by using Pocket Chart in both meetings in Cycle 2.

In the first meeting, there were 19 of 27 students or 70,37% who were actively participated in the teaching learning process of sentence writing by using Pocket Chart. There were 8 of 27 students or 29,63% who were passive in the teaching learning process of sentence writing by using Pocket Chart. The result showed that the percentage of the

students' active participation was higher than standard that was 65%. It means that the target of students' active participation was achieved.

In the second meeting, the result of the observation showed that there were 16 of 22 students or 72,72% who were actively participated in the teaching learning process of sentence writing by using Pocket Chart. There were 6 of 22 students or 27,28% who were passive in the teaching learning process of sentence writing by using Pocket Chart. The result showed that the percentage of the students' active participation was higher than standard that was 65%. It means that the target of students' active participation was achieved. The percentage of the students' active participation in the second meeting increased from 70,37% to 72,72%.

Product evaluation in the form of sentence writing test was conducted to measure the students' sentence writing ability. It was found that there were 16 of 23 students or 69,56% who got scores of 70 or higher. This indicated that the students' sentence writing test in the first cycle achieved the target that was at least 65% students got 70 or higher.

Discussion

Related to the use of Pocket Chart in the teaching learning process of sentence writing, it could be seen that teaching sentence writing by using Pocket Chart had improved the students' active participation in the teaching learning process and their sentence writing test. The observation checklist showed that the percentage of the students' active participation in the first meeting of Cycle 1 and Cycle 2 increased from 67,88% to 70,37%. Then, in the second meeting of Cycle 1 and Cycle 2 increased from 70,83% to 72,72%. It can be got the average of the students' active participation in Cycle 1 was 69.35% and in Cycle 2 was 71.54%. In brief, the use of Pocket Chart could improve students' active participation consistently.

Then, based on the results of the students' sentence writing test in Cycle 1, there was 66,66% students who got 70 or higher. The evaluation criterion in this research was 65%. It means that the target had been achieved in Cycle 1. It was caused by the use of Pocket Chart in teaching learning process in which the students could construct sentences by the support of the coloured cards. It made the students easy to remember the position of subjects or verbs in the positive, negative and interrogative forms. Students more easily remember words because the Pocket Chart allowed for the physical handling of words cards. Therefore, in the test they were easier to construct sentences. Meanwhile, the actions were still continued into Cycle 2. Its goal was as reinforcement and to know the consistency of the students' sentence writing test score.

In Cycle 2, the percentage of the students who got score 70 or higher was 69,56%. It might be caused by the students were familiar with the instructions and the forms of the test. The researcher gave the similar form of the test but the test items were different.

The results of this action research supports by the previous research finding conducted by Melani (2002) at

SLTP Negeri I Gondanglegi – Malang. She investigated that there was significant effect of using Pocket Chart on students' ability in sentence writing.

Concerning to this research, the result of this action research proved the action hypotheses as follows:

1. The use of Pocket Chart can improve the eighth grade students' participation during teaching learning process of sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year.

The use of Pocket Chart can improve the eighth grade students' ability in sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year.

Conclusion and Suggestion

Based on the results of the data analysis and discussion, it could be concluded as follows: a) The use of Pocket Chart could improve the eighth grade students' active participation in teaching learning process of sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year. The improvement could be seen from the percentage of the students who participated actively that was indicated by students' checklist observation in the first cycle 69.35% and 71.54% in the second cycle. That was higher than standard that was 65%. b) The use of Pocket Chart could improve the eighth grade students' ability in sentence writing at SMP Negeri Sucopangepok, Jelbuk, Jember in the 2013/2014 Academic Year. The improvement could be seen from the percentage of the students who got score 70 or higher that was 66,66% in the first cycle increased to 69,56% in the second cycle. That was higher than standard that was 65%.

Considering the result of the research, the researcher proposed some suggestions. 1) It is suggested that the English teacher to use Pocket Chart as an aid to improve the students' ability in sentence writing as well as their active participation during the teaching learning process of sentence writing. Since this media is interesting and could attract the students' interest to learn English writing skill by using Pocket Chart. 2) The students are suggested practice writing sentence using Pocket Chart because Pocket Chart practically to change the forms of sentences. By using Pocket Chart in sentence writing their ability could be improved and their participation are active. The students could replace the position of words cards. 3) It is suggested as reference for the other researchers who are interested to be useful for the other researchers as information or reference to conduct further research dealing with the use of Pocket Chart by using different or the same research design at different schools or research subjects.

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