

## **THE USE OF LANGUAGE EXPERIENCE APPROACH IN WRITING SKILL**

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### **Abstract**

The objectives of the research are : 1) to find out whether Language Experience Approach (LEA) can improve students' Writing Skill on Narrative Text; and 2) to find out the implementation of LEA in teaching and learning writing at the eighth grade students of SMP N 16 Surakarta in 2019/2020 Academic Year especially in class VIII D is.

The research was conducted at SMP N 16 Surakarta. It was conducted from October, 22<sup>th</sup> 2019 until January, 23<sup>rd</sup> 2020. The subject of the research was the students of class VIII D. In implementing the teaching and learning process, the researcher divided the research into two cycles. There were 2 meetings in cycle 1 and cycle 2. All meetings ended by Post-Test. Every meeting consisted of 5 steps : observing, questioning, exploring, associating, and communicating. In collecting the data, the researcher used Test and Non Test. Tests included Pre-Test and Post-Test. Non Test included observation, interview , data analysis and documentation. In analyzing the data, the researcher used quantitative data and qualitative data .

The result of Cycle 1 showed that some students were still less on organizing idea, vocabulary, language in use, content, and mechanics. Therefore, Cycle 2 showed that the use of LEA for organizing idea, vocabulary, language in use, content, and mechanics could improve the students' Writing Skill. The students' mean score in pre-test was 44.85, post-test 1 was 60.29, and post-test 2 was 73.08. And the t-test of cycle 1 was 8.56, and the t-test of cycle 2 was 10.65.

Based on the result of the data from pre test, post test 1 and post test 2, it could be concluded that "The use of LEA can improve students' Writing Skill on Narrative Text in SMP N 16 Surakarta in 2019/2020 Academic Year, especially in class VIII D. So, LEA is a good and fun learning strategy for teaching and learning process.

**Key word: Writing Skill, Language Experience Approach (LEA) , Classroom Action Research.**

## INTRODUCTION

Language is something universal even though the meaning behind each word can be different from one culture to another. With language too, we can share an idea, knowledge, attitudes or behaviors in generation after us. According to Boey (1975:1) “language is a highly organized system in which each unit plays an important part which is related to other parts”. It means that all human language have their own characteristic. People needs language not only for communication but also for talking and knowing each other. Then, people should know the language that most used in the world is English.

English is international language which is used by all people in the world. It is important to learn English because English is the official language of many countries in the world. Everyone must learn English from early age because it can create many opportunities. For example, in education, travel, bussines, information, and also media industry. David Graddol (1997:5) states that “ English is the most important international language to be learnt because so many

opportunities that people get from learning English.”

In Indonesia, English language is the most important second language. English is important language to be learn from kindergaten up to university. As sisdiknas pasal 37 ayat 3 UU No.23 ,2003 stated “*Bahasa inggris dapat digunakan sebagai bahasa pengantar di perguruan Tinggilam*”. It means that foreign language can be used as delivering language in University. So, teaching and learning English since early stage in indonesia is very useful for all people especially students to face globalization era.

. There are four skills that students must to be mastered: reading, speaking, listening, and writing. Writing skill is one of four important skills that must be mastered by the students in learning English. According to Gebhart and Rodriguez (1989:1) “ Writing is one of the most important things you do in school. Good writing skill take big part to determine in the success, whether it writing a report, proposal or assignment in school.” So, it means that writing is one of important skill to be mastered by

people especially for students because it is a must to communicate their information, ideas, and feeling to everyone in the form of written language.

Based on preliminary research conducted in SMP N 16 Surakarta, the minimum mastery criteria or KKM (*Kriteria Ketuntasan Minimal*) for English subject is 70. But students of SMP N 16 Surakarta especially in class VIII-D could not reach the KKM, their mean score was 60. This was caused by: (a) they were less motivation and did not pay attention in English materials, (b) they were bored to focus on English learning, (c) the students felt English is not important subject.

There were some problems in teaching and learning activity English subject. The problems were from the students' factors, the teacher's factors, and school's factors. First, the problems from the students were (1) most of students were lack of vocabulary mastery. (2) most of students were difficult to understand the words from the English text, and (3) most of students could not use a correct grammar to make a good

sentence. Second, the problems from the teacher were (1) teacher did not use any interesting media in teaching and learning process, (2) teacher only used LKS (*Lembar Kerja Siswa*), and (3) teacher still used Teacher Centered Learning. Third, the problems from the school were (1) the library did not provide some English books, (2) the facilities in English laboratory was unsupportable for teaching and learning English, and (3) the facilities in English laboratory was unsupportable for teaching and learning English.

In order to solve the problem above, there was a good solution to solve the student's difficulties in teaching and learning writing. According to O'Maley and Chamot (1990: 1) Teaching and learning strategies is the special thoughts or behaviours that individual use to help them to comprehend, to learn, or to retain new information. One of a good strategy which can be used is Language Experience Approach (LEA). Herrel and Jordan (1999: 23) states that "LEA is an activity based writing lesson that helps students to see the connection between experiences, what

is spoken, and the written language ”. This strategy was good for students in SMP N 16 Surakarta especially class VIII-D because it was suitable with the characteristic of students who tended to be poor in writing and it could help to improve their writing skill in learning writing So, the students could improve their skill in learning writing . According to Herrel and Jordan (1999 : 24) There are five steps in conducting LEA strategy namely :a) Providing an active experience. b) Talking about the experience c) Taking dictation d) Rereading and exploring vocabulary, and e) Providing time for expansion

This article would discuss about LEA which could improve student’s writing skill and to find out how far the implementation of LEA strategy in teaching and learning writing at the eighth grade students of SMP N 16 Surakarta in 2019/2020 Academic year especially in VIII-D was. .

## **METHODOLOGY**

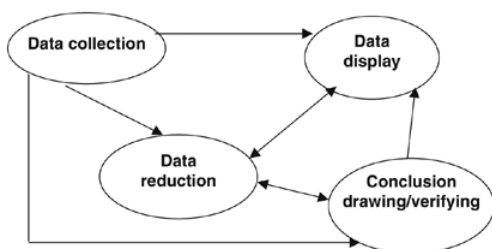
The research was conducted at SMP N 16 Surakarta. The school is located at Jln. Kolonel Sutarto No. 188, Jebres, Surakarta, Central Java. It held

on October until January 2019/2020 Academic Year. The subject of the research was the VIII-D grade students of SMP N 16 Surakarta in Academic Year 2018/2019. This class consisted of 34 students. They were 20 females and 14 males. The students’ mean score in English lesson were still low, it was 60 while the minimum score or KKM (*Kriteria Ketuntasan Minimal*) for English language is 70. Most of students did not know how to write English correctly, they lacked in grammar and vocabulary. Therefore, the researcher used VIII-D class as a research subject in conducting in the research.

The method of the research used a Classroom Action Research (CAR). There were some definitions of Action Research. Burns (2010:2) defines “Action Research is part of a broad movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as research. Action Research involves taking a self reflective, critical, systematic approach to exploring your own teaching contexts”. According to

Kemmis and Mc Taggart ( 1982: 7-8) ,There were four procedures of a Classroom Action Research, they were Planning, Action, Observation, and Reflection. The study was conducted in two cycles. The data were collected through test and non-test. In collecting the data, it used test in pre-test, post-test 1, and post-test 2. Besides that to collect the non-test data, it was used observation, interview, and documentation. The researcher would collect the data using two kinds of technique in analyzing the data, they were quantitative data and qualitative data .

According to Miles and Huberman (in Widyahening and Sitoresmi, 2016; taken from ([URL http://dx.doi.org/10.18843/rwjasc/v7i2\(1\)/09](http://dx.doi.org/10.18843/rwjasc/v7i2(1)/09)), there are four components in qualitative research ,they are collection data, reduction data, display data, and verifying or conclusion The steps could be seen in the picture below.



*Picture 1. Technique of Data analysis (Miles and Huberman, , in Widyahening and Sitoresmi taken from ([URL:http://dx.doi.org/10.18843/rwjasc/v7i2\(1\)/09](http://dx.doi.org/10.18843/rwjasc/v7i2(1)/09))*

## RESULT AND DISCUSSION

There was improvement of the result of pre-test, post-test 1 and post-test 2. All components of Writing skill were improved. The components of writing skill consisted of organization, vocabulary, language in use, content, and mechanics. There was the table which showed the students' mean score and t-value below:

*Table 1. The Result of Mean Score and T-Value*

The mean score of Pre-Test	44.85
The mean score of Post-Test 1	60.29
The mean score of Post-Test 2	73.08
T-Value of Cycle 1	8.56
T-Value of Cycle 2	10.65

Based on the result above, it could be seen that by using LEA on Narrative Text, the score improved from pre-test, post-test 1 and post-test 2. The mean score of post-test 2 (73.08) was higher than the pre-test (44.85) and post-test 1 (60.29). Based on the table, it also showed t-test

calculation. The result of t-value among pre-test and post-test 1 was 8.56 and the result t-value among post-test 1 and post-test 2 was 10.65 . The result in cycle 1 by using t-test was  $2.645 < 8.56 > 2.756$  meanwhile, cycle 2 by using t-test was  $2.045 < 10.65 > 2.756$ . The students achieved all components of writing skill. Their score were good. All component improved from pre-test to post-test 1 and post-test 1 to post-test 2. LEA could improve the students' writing skill in SMP N 16 Surakarta especially in VIII-D Grade students. All component of writing skill was improved. The students could write story better than before . The students also could improve their ability in writing because they could memorize words and vocabulary better than before.

## **CONCLUSSION**

LEA could improve the students' writing skill on narrative text at the eighth grade students of SMP N 16 Surakarta especially in class VIII D. it could be seen on the result of Pre-Tes, Post-Test 1 and Post-Test 2. The student's mean score in the Pre-Test was 44.85, in Post-Test 1 was 60.29,

and in Post-Test 2 was 73.08. It meant that by using LEA, the students more paid attention to the learning material, and they could understand about teacher's explanation. Most of students could write sentences better than before.

The implementation of LEA on Narrative text at the Eighth grade students of SMP N 16 Surakarta especially in class VIII D made the students felt enjoyed, fun, happy, and relax in teaching and learning writing . It could help them to be more creative in writing sentence, they could discuss with their friends about their findings. Most of the students felt that the use of LEA in narrative text was easier than before. It meant that LEA was the best strategy for teaching and learning English.

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