

THE IMPLEMENTATION OF HERRINGBONE TECHNIQUE IN WRITING CLASS OF JUNIOR HIGH SCHOOL STUDENT

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Abstract

Writing is not only the act of arranging graphic symbols, but writing is also an integral part of communication when the other person is not there in front of us. It means that written language includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. The aims of the study are as following : (1) To find out whether the use of Herringbone technique in teaching English improves the students' writing skill at SMP Negeri 7 Surakarta in 2017/2018 academic year. (2) To describe the implementation of Herringbone technique to improve the students' writing skill of the eighth grade students at SMP Negeri 7 Surakarta in 2017/2018 Academic Year. This action research was carried out at the eighth grade students of class VIII H in SMP Negeri 7 Surakarta consisted of 31 students, 16 female and 15 male. The researcher conducted 2 cycles of classroom action research. In collecting the data, interview, observation, documentation and test were used. In analyzing the data, the researcher used Qualitative and Quantitative data analysis. The result of this research showed that herringbone technique improved the students writing skill. The improvements of the students writing skill were seen from the results of the tests. The students mean score in pre-test was (46,45) . The students mean score in post-test 1 was (68,29) and the students score in post-test 2 was (78,42), there was a significant result between pre-test and post-test 2. The technique also made the students felt fun and interested.

Keywords : *Writing Skill, Herringbone technique, Classroom Action Research.*

Abstrak

Menulis bukan hanya tindakan mengatur simbol grafis, tetapi menulis juga merupakan bagian integral dari komunikasi ketika orang lain tidak ada di depan kita. Ini berarti bahwa bahasa tertulis mencakup pengorganisasian kata, frasa, klausa, dan kalimat ke dalam paragraf dan teks yang koheren dan kohesif. Tujuan dari penelitian ini adalah sebagai berikut: (1) Untuk mengetahui apakah penggunaan teknik Herringbone dalam mengajar Bahasa Inggris meningkatkan keterampilan menulis siswa di SMP Negeri 7 Surakarta pada tahun akademik 2017/2018. (2) Untuk mendeskripsikan penerapan teknik Herringbone untuk meningkatkan keterampilan menulis siswa siswa kelas VIII di SMP Negeri 7 Surakarta pada tahun akademik 2017/2018. Penelitian tindakan ini dilakukan pada siswa kelas VIII kelas VIII H di Indonesia. SMP Negeri 7 Surakarta terdiri dari 31 siswa, 16 perempuan dan 15 laki-laki. Peneliti melakukan 2 siklus penelitian tindakan kelas. Dalam mengumpulkan data, wawancara, observasi, dokumentasi dan tes digunakan. Dalam menganalisis data, peneliti menggunakan analisis data Kualitatif dan Kuantitatif. Hasil penelitian ini menunjukkan bahwa teknik herringbone meningkatkan keterampilan menulis siswa. Peningkatan keterampilan menulis siswa terlihat dari hasil tes. Nilai rata-rata siswa dalam pre-test adalah (46,45). Nilai rata-rata siswa pada post-test 1 adalah (68,29) dan skor siswa pada post-test 2 adalah (78,42), ada hasil yang signifikan antara pre-test dan post-test 2. Teknik ini juga membuat para siswa merasa senang dan tertarik.

Kata kunci: Keterampilan Menulis, Teknik Herringbone, Penelitian Tindakan Kelas.

INTRODUCTION

Indonesia, as a developing country, determined English as the first foreign language and put it as one of the compulsory subjects in the formal school from the Elementary school to University levels. So, it is not surprising that some countries or school system have begun to assess systematically the efficacy of the teaching and learning of writing (Purves, 1988:4). Many occupations need someone who has mastered English skills well. English has four skills; they are speaking, listening, reading, and writing. All of the skills are highly required

English has four skills which have to be mastered by learners. One of them is writing skill. According to Crimmon (1983) writing is hard work. Writing plays an important role in which speaking can not fulfill the communicative needs.. Therefore students need a lot of practices to apply their writing ability. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but others speakers of that language can read and understand it.

In SMP Negeri 7 Surakarta, the minimum score criterion (KKM = *Kriteria Ketuntasan Minimal*) for English lesson is 7.50. However, most of the students in SMP Negeri 7 Surakarta especially VIII H are still difficult to achieve this KKM (*Kriteria Ketuntasan Minimal*) because their knowledge of English is still low especially in writing skill.

There are some obstacles in Teaching Learning Writing that can be seen from, 3 factors they are from: 1) Teacher's Factors, 2) Student's Factors

and 3) School's Factors. From Teacher's factor, they are : 1) The teachers less use of available media in the classroom when teaching learning process 2) The books those are sufficiently support the delivery of material. 3) The Teacher less give written exercises during the learning process. From the students factor, they are : 1) They only get a few times to learn or practice English in school, especially writing skill and they are not so interested with the media that used, 2) Sometimes they feel afraid because they do not bring the English dictionary and 3) They think that learning English, especially writing is very difficult for them because what is pronounced different from what is written. So, they are not interested and always shy to use English. From school factor, they are : 1) The facilities in a classroom is complete, especially learning media but it is not used when teaching learning process, 2) There are comfort Language Laboratory to teaching learning process but infrequently used, 3) English books in the library are inadequate.

RESEARCH METHOD

This research was conducted at SMP Negeri 7 Surakarta. This school is located at Mr. Sartono Street 34, Nusukan, Banjarsari, Surakarta. This Research was used 8H Class which consisted of 31 students. This research was conducted on October 2017. The method of the study was Classroom Action Research, the researcher used the action research spiral model based on Kemmis and Mc Taggart (1993) in Burns (1999:33). There were four phases of Classroom Action Research

The first step was planning, the second step was Implementing the action, the third step was observing the action and the fourth step was reflecting the action. The study was conducted in two cycles. The data were collected through test and non test. In collected the data, it used test with writing test in pre-test, post-test 1 and post-test 2. Beside that to collect the non test data, it used interview, observation, documentation.

RESULTS AND DISCUSSION

First to know whether the Herringbone Technique could improve the students' writing skill at 8th grade of SMP Negeri 7 Surakarta in 2016/2017 academic year especially class 8H. Second to know that Herringbone Technique could be implemented in teaching learning writing at the 8th grade students of SMP Negeri 7 Surakarta in 2016/2017 academic year especially class 8H.

Based on the pre- research, the researcher found some problems of students' writing skill, such as their writing skill was low; they do not like writing, most of students had difficulties in grammar, vocabulary, and also punctuation. They were still confused to arrange the words into good sentences and their motivation in writing English was low.

Based on the problems above, the researcher used herringbone technique to improve students' writing skill and also students' motivation. After applying, the improvement of students writing skill can be seen that first, the students could make good sentences. Second, the students always bring dictionary in English lesson. Third, the students feel enjoy during learning process. Fourth, the mean of

the post- test two is better than post-test 1. The mean score of the post- test two was 78,42 and post- test one was 68,22 but the post-test one score is better than pre-test the score is 46,45 . It means that the students have good progress and their writing skill were increase. Minimum Criteria of Mastery Learning (KKM) score 75 was also achieved by the students using the technique.

Based on discussion above, it can be concluded that herringbone technique was the effective technique that could help improve the students writing skill, especially students of SMP Negeri 7 Surakarta. The elements of herringbone had respective function. That would make students more easily to make some paragraph has been arranged herringbone technique by Who, Where, When, What, Why, How and then determine the main idea.

CONCLUSIONS

Based on the result of the research, which aim to improve students' writing skill by using herringbone technique, the researcher draws some conclusion as follows : Herringbone Technique improves the students writing skill in teaching learning English at 8th grade students of SMP Negeri 7 Surakarta in 2017/2018 academic year especially class 8H. It was proved by the result of the students' mean score of pre-test is 46,45. After conducting some treatments using herringbone technique, their writing skill got better. The score in post-test 1 is 68,23 higher than pre-test. After got some treatments, the students writing skill increase highly 78,42. The students' writing skill became more improve and reflected in the increasing score. By

using the herringbone technique, the students' writing skill is improving significantly.

Herringbone Technique be implemented in teaching learning English at the 8th grade of SMP Negeri 7 Surakarta in 2017/2018 academic year especially class 8H. The technique of teaching learning make the students feel fun and interesting. It can be proved by looking at the change on students, behaviours. Before using the technique, the lesson was not interesting and classroom situation was not conducive. But after the implemented using the technique the classroom became more alive, conducive and joyful during teaching learning process especially in writing skill. After that the students felt interest in English lesson especially in writing skill because the herringbone technique.

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