IMPROVING STUDENTS' ABILITY ON WRITING RECOUNT TEXT USING EXAMPLE AND NON-EXAMPLE METHOD, PICTURE AND PUZZLE WORDS, AND LOTTERY BOARDS

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ABSTRAK

Sesuai dengan judul penelitian tindakan kelas yang menjadi subyek penelitian adalah siswa kelas VIIIASMP Negeri 3 Muara Bungo pada semester genap tahun pelajaran 2018/2019 yang sebagian kecil memiliki kemampuan lebih dan yang lainnya memiliki kemampuan rata-rata sedang.Proses pembelajaran pada siklus I dengan menggunakan model*Example Non Example*, media *pictures, a puzzle words* dan *a lotere boards* dalam membuat *recount text* belum dapat meningkatkan hasilbelajarsiswa, karena hanya mencapai 56,25% atau 18 siswa yang berhasil. Akan tetapi pada siklus II dapat mencapai 81,25% atau 26 siswa yang berhasil dan ada peningkatan hingga mencapai 37,5%.Sehinggadapatdisimpulkan dengan menggunakan 2 siklus dalam Penelitian Tindakan kelas (PTK) ini telah dapat meningkatkan hasilbelajarsiswa, nilai rata-rata dari siswa dengan kriteria kesuksesan yaitu nilai > 5,6.

Kata Kunci: *A puzzle word dan Lotere Boards, Example non example,Teks recount.*

ABSTRACT

Based on the Classroom action research, this research choose Class VIII A students of SMPN 3 Muara Bungo as the subjects. Some of those students have good abilities in English, but some of them have medium ability at English.This research was conducted through two cycles. In the first cycle, the learning process using Example Non example model method, pictures, a puzzle words and a lottery boards could not improve the students ability in writing the Recount Text. It was foun thatonly 56.25% or 18 students succed. However, in the second cycle, the results showed that there was an improvement in students' ability, it reached 81.25% or 26 students were succes. It showed 37.5% improvement of successfull. Therefore, it can be said that using 2 cycles in this Classroom Action Research (CAR) could improve the students' writing skill, the average is >5.6.

*Keywords: **Picture, Puzzle Words, and Lottery Board***

INTRODUCTION

English is an International language that used in many aspects in life. In this world, we use English as the media of communication. Even, in our neighboring countries such as Malaysia and Singapore, English is no longer a foreign language, but it has been considered as the second language.

However, in our country, Indonesia, English is still a foreign language that has to be taught in schools from elementary school till university. Moreover, English is the first foreign language in Indonesia which is considered important to be taught with the aim of absorbing and developing science, technology, arts and culture and fostering relations with other nations (Depdikbud, 1993). Not only that, there are several universities in Indonesia require TOEFL score as a graduation requirement.

However, recently, besides English, there are other foreign languages that also have important role, such as Chinese (Mandarin), Japanese, German, French, Arabic, etc., All of those languages are closely related to the increasingly competitive world of work.

For the junior high school level, as the level of education being studied in this paper, teaching English has purpose to help students mastering four, they are listening, speaking, reading and writing. At this junior high school, the level of vocabulary mastery (± 1000 vocabularies) with appropriate grammar (Depdikbud, 1993).

In fact, until now English is considered as a scary subject for students besides of mathematics and physics.

Whereas English should be considered as a necessity considering that all sciences use English, so English is the key to reach the world of knowledge. This case is also happened to students of class VIIIA SMP N 3 Muara Bungo. The average score of students in English lessons is still far from the minimum standard value of English (6.3), especially in writing skill which is considered as a very difficult skill by most of the students. This skill requires systematic process skills.

In learning English, without this systematic training process, the students will not be able to write well. This shows that continuous and systematic practice is needed for students to be able to write well and be able to express their thoughts and feelings in writing. There are several things that need to be considered in writing, including: (1) grammar: the ability to write the correct sentences, (2) language style: skill or ability to use language styles, (3) mechanism: skill or ability to use language styles. writer's conventions, such as punctuation and spelling, (4) vocabulary: the ability to use a variety of vocabulary appropriately according to the context (Nawang wulan, 2000).

For this reason, it is necessary to have a solution that can help students to improve their writing skills. As it was stated in the previous studies that there are many factors influence learners in learning second language, includes English, such as society, attitude towards the language, access to the language, love, and friendship/relationship (Oktavia, 2020). Besides that, suitable media can help to improve the students ability in learning English skills.

In this case, the author used the Example Non Example model, puzzle words and lottery board as the media in teaching and learning. As it is known that the role of the media is needed to increase interest and foster motivation and overcome the student boredom, because if the students are interested in what they are doing, they will enjoy the teaching and learning process and they can understand the mat erial more easily. Based on the description above, the main problems to be discussed in this study are:

"Is it possible to use the Example Non Example method, pictures, puzzle words and the Lottery Board to improve the students' writing skills (writing simple recount texts) in class VIIIA students of SMPN 3 Muara Bungo in the 2018/2019 academic year. The purpose of this paper is to find out whether using the Example Non example model and pictures, puzzle words and lottery boards can improve students' writing skills (writing simple recount text).

Writing is an activity to deliver messages by using writing as the medium (Ak Gift, 1997: 1.3).

Teks Recount

Recount text is a text retells an event / activity that has occurred / took place in the past. The recount text is a story about the usual events (about the author's personal experience).

Struktur *teks recount* :
1. Orientation:
   This part contains an introduction of experience/event that occurred, the characters involved, the place and time of the experience/event that occurred/takes place.
2. Events
   This part contains a series of experiences/events in the story. This section can consist of several events (events).
3. Re-orientation
   This part contains the summary/closing of the story.

The language features of recounttext:
1. Using past tense
2. Using conjunctions, for example: then, before, after.

Description of Model Example Non Example

The Example non Example learning model is a strategy that can be used to teach concept definitions. This strategy aims to

prepare the students to use 2 things consisting of Example non Example of an existing concept definition and ask students to classify both according to the existing concept. *Example provides an overview of something that is an example of the material to be discussed, while non-example provides an overview of something that is not an example of the material being discussed.*

Example non Example is considered necessary because a concept definition is a concept that is known primarily only in terms of its definition rather than its physical properties. By focusing students' attention on non-example examples, it is assumed that it will be able to encourage students to go to a deeper understanding of the existing material.

METODH

This research was conducted using classroom action research (Action Research). Classroom action research aims to overcome the problems that arise during class learning and to improve the best way in learning and to improve students' abilities and satisfactory results in learning. It is an action taken by the teacher repeatedly in his own class through self-reflection with the aim of improving his performance as a teacher so that the student learning results are increased by using a combination of qualitative and quantitative methods.

As the purpose of this research, this research was conducted in SMPN 3 Muara Bungo Jalan Raden Mat Thaher, Rimbo Tengah District, Bungo Regency. It was done in September of the odd semester of the 2018/2019 academic year.

This research involved 32 students as the subjects. All of the students were enrolled as class VIII A students in the even semester of the 2018/2019 academic year. From those students, there were 14 male students and 18 female students with different abilities. Some students have good ability, and some others are on average. This research had been conducted for two months from March to April 2019.

In this research, the researcher conducted some steps, they are:
1. Planning
   This classroom action research was conducted in 2 cycles, each cycle was 2 meetings, each cycle was conducted with the changes to be achieved. In this planing step, there were components that need to be prepared, as follows:s

   - RPP (Lesson Plan) and the scenario.
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   - Learning tools (props), including models
   - Learning Example Non example.
   - Develop evaluation tools in the form of puzzle words sheets, recount text gaps

to find out the results of student work

2. Action Implementation

The steps of the Example Non example learning model can be seen from this following steps:

1) The teacher prepared the pictures that suitable for the learning objectives.
2) The teacher displayed the pictures to the white board (*In Focus*/laptop).
3) The teacher gave instructions and gave students the opportunity to pay attention/analyze student worksheets in the form of a word puzzle and recount text gaps.
4) Through group discussions, each group consisted of 5 students, the results of the analysis of a puzzle words sheet were recorded and transcribts on paper to answer the gaps in the recount text.
5) Each group wass given the opportunity to mention the simple past tense words found in a word puzzle to complete the sentences in the void recount text.
6) The teacher checked the students' work and the teacher explained the material according to the objectives to be achieved.
7) For groups of students who can answer questions correctly besides of getting scores,

they were also given the opportunity to play the lottery board and if they are still able to answer the questions correctly according to the existing numbers. Then they were given another chance to take the lottery and exchange it for the prizes that have been provided, the prizes here are intended solely as a reward so that students are more active and enthusiastic in learning.

8) Conclusion.

Based on the data, evaluation of writing text did using these following rated aspects: :

a. Contents: content about topic information
b. Organization: arrangements related to communication with topics
c. Language Feature: effectiveness of language features
d. Mechanic: punctuation and capitalization

Description of the rating scale

- Each point has a maximum score of 25
- Maximum score = 4 x 25 = 100
- Student scores: Score x 100
    Maximum score

RESULTS AND DISCUSSION

In the Cycle I, research was done in 2 meetings. The research procedure was divided into 4 steps, namely, action planning,

action implementation, observation and Evaluation, analysis and reflex.

1. Action Planning Cycle I

The planning stage in the first cycle included activities consisting of:

a. Develop a Lesson Plan (RPP):

Competency standards:

Write. Expressing meaning in functional written texts and simple short essays in the form of recount and narrative to interact with the surrounding environment.

Basic competencies:

Expressing meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of recounts.

Indicators:
1) Answering questions related to gaps in recount text.
2) Reviewing the linguistic features of the recount text.
3) Make simple sentences related to recount text.
4) Develop rhetorical steps of recount text.
5) Drafting recount text
6) Write recount text based on the draft that has been made.

2. Determining Teaching Materials

There were also details (1) some pictures, (2) a puzzle words, (3) recount text, (4) Lottery board.

1) Developed an evaluation text tool in the form of a gap recount text to find out the responses and results of students' work in cycle I.
2) Prepared observation sheets to see how teaching and learning situations are applied.

3. Implementation of Cycle I Actions

The description of the actions taken in accordance with the title of Classroom Action Research (CAR) in this study is to apply the Example Non Examples learning model in which the work scenarios of the core actions or actions in the first cycle include:

a. Preparing the pictures that suitable with the learning objectives.
b. Put the pictures, a puzzle words and a lottery board on the whiteboard using projector.
c. Provided the opportunities for students to pay attention to/analyze a word puzzle, allottery board and void recount text both attached to the blackboard and held by students.
d. Divided students in to groups, there were 5 students in each group.
e. Gave time for each group to mention the simple words

that have been found in a word puzzle to complete the missing sentences in the recount text.

f. Checking the results of student work/discussion, the teacher explains the material according to the objectives to be achieved.

g. For groups of students who managed to answer the questions correctly, apart from being given a score, they were also given the opportunity to play the lottery board and if they still could answer correctly according to the existing numbers, then they were given the opportunity to take a lottery and exchange it for the prize**s** that had been provided.

4. Analysis and Reflection of Cycle I

Based on the results of the analysis above, it can be concluded that the teaching and learning process in cycle I using the Example Non Example learning model, media pictures, a puzzle words, and a lottery boards was not able to fully improve student learning outcomes.The indicator that needs to be considered is that the learning process has only reached 9 or 56.25% of students who are successful.

After the first cycle is analyzed, the question arises "Why is the teaching and learning process using the examplenon example learning model, media

pictures, a puzzle words, and a lottery board has not been able to achieve a value > 5.6 The results of the reflection will be implemented in the second cycle, which include:

a. Provide stimulus, especially to students who score less than 5.6 or 43.8% of 16 students.
b. Explain in detail the purpose of learning.
c. Provide training before cycle II begins.
d. Evaluation in cycle II is adjusted to the indicators.
e. Based on the results of the research in the first cycle there was a change in student behavior. Before the first cycle was held, many students asked for permission to leave, but after the implementation of the first cycle, about ten students asked for permission to leave in 2 hours of lessons.

Cycle II

The research in cycle II was carried out in 2 (two) meetings. The research procedure as in the first cycle is divided into 4 steps, namely: 1. Action Planning, 2. Action Implementation, 3. Observation and Evaluation, 4. Analysis and Reflection.

Cycle II Action Planning

The action planning stage of cycle II includes activities consisting of:
a. Develop a Learning Implementation Plan (RPP)

Standards Competences:
Write expressing meaning in functional written texts and simple short essays in the form of recount and narrative to interact with the surrounding environment.

Basic competences:
Expressing meaning and rhetorical steps in simple short essays using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of recount text.

Indicator:
1) Complete the recount text sentences with simple past words found a word puzzle.
2) Reviewing the linguistic features of the recount text.
3) Make some simple sentences related to recount text.
4) Develop rhetorical steps of recount text.
5) Drafting recount text
6) Write recount text based on the draft that has been made.

b. Determining Cycle II Teaching Materials
There are also details (1) some pictures, (2) a puzzle words, (3) recount rumpang text, (4) a lottery board.
1) Develop an evaluation text tool in the form of a

gap recount text to find out the responses and results of student work in cycle II.
2) Prepare observation sheets to see how teaching and learning situations are applied

2. Implementation of Cycle II Actions
Based on the results of the reflection in Cycle I, the description of the actions taken in accordance with the title of this Classroom Action Research is to apply the examplenon example learning model, where the action work scenarios in the second cycle include:
a) Students, especially the 43.8% poor/bad group, were given a special stimulus to make them more interested in participating in the learning process, and it was recommended that they prepare themselves better before participating in the learning scenario.
b) The objectives and benefits of learning are explained clearly and in detail.
c) Prior to the implementation of the second cycle of learning, students were given a stimulus, especially in the form of questions.
d) Tests in cycle II are provided with competency indicators to be achieved.

3. Observation and Evaluation Cycle II

by the observer and a questionnaire by the students to determine the results of the teacher's activities and the average score of students. The results of the teaching and learning process in cycle II using the examplenon example learning model

4. Analysis and Reflection of Cycle II

In the second cycle there has been an increase in students who have could increase their ability in learning. Students who got excellent abilities was 12.5%, and then 25% of students got very good, 43.8% got good ability results, and those who got poor ability results was 18.8%. Based on the data above, it is known that learning achievement using the Example Non Example learning model in cycle II could reach 81.25% results, compared to learning outcomes in cycle I which only reach 43.75%. Thus, in the second cycle achieved an increase of up to 37.5%.

From the results of the analysis, it can be concluded that the results of Classroom Action Research by applying the learning model. Example Non Example, media pictures, a puzzle words, and a lottery boards after the second cycle can be declared successful. This success is shown by the following indicators: Students who are declared successful in achieving complete learning are 81.25%. the indicators above, the hypothesis of action proposed in this study is that if the learning outcomes reach 56 then the CAR is considered successful because it has reached the ability criteria for the "Good" category.

Based on this description, it can be concluded that the recount text learning process using the example non example learning method, pictures, a puzzle words, and a lottery boards, in the second cycle the showed improvements. First, an example of a recount text form is given using on focus. It is compared to the first cycle, the students were more interested in learning in the second cycle than the first cycle. It was seen from the results of the process during the second process that the students kept staying in the classroom more than asked for permission to leave, in the first cycle students often, it showed that there were about 8 students often asked permission to leave the class, and in the second cycle, it was decreased that there were only 3 students asked the permission to leave the class.

CONCLUSION

Based on the student achievement in learning process that have been conducted for two cycles, and based on all the

discussions and analyzes that have been carried out, it can be concluded as follows:

1. The use of Example Non Example, Media Pictures, A Puzzle Words, and A Lottery Board learning models in English subjects in Class VIIIA SMPN 3 Muara Bungo can improve the ability to write simple recount texts.

2. There is an increase in learning mastery, and learning outcomes by applying the example non example learning model as well as picture media, a word puzzle and a lottery board.

3. There is an increase in learning mastery, and learning outcomes by applying the example non example learning model as well as picture media, a word puzzle and a lottery board.

4. There is an increase in learning mastery, and learning outcomes by applying the Example non example learning model as well as picture media, a word puzzle and a lottery board.

5. Student activity has an important role in mastery learning, besides those who have good achievements in obtaining scores are given prizes according to the lottery numbers obtained, the prizes here are intended solely as rewards and make the atmosphere of the teaching and learning process more interesting/fun so that students more active and enthusiastic in learning.

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