

## IMPROVING STUDENT WRITING SKILLS IN INDONESIAN LANGUAGE LEARNING NARRATIVE WRITING MATERIALS USING WRITING PROCESS APPROACH

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### Abstract

This research is motivated by the teacher's lack of getting students to write, and the teacher is not right in determining the approach to train students to write. While the problems that arise from students include the low ability of students to write, especially in learning to write essays. The problems are characterized by (1) the low ability of students to write stories chronologically so that they become complete essays, (2) the low ability of students to integrate relationships between sentences, and (3) the low ability of students in the use of spelling and punctuation in essays. Research methods use quantitative. this study uses a qualitative approach with classroom action research design. To obtain data in the context of research, researchers used three ways of collecting data, namely by using interviews, observation and documentation. The study was conducted for 1 month, from January 8 2018 to January 31 2018. The results of the research and discussion showed that the students' ability in writing narrative essays and student writing skills through the approach to writing process is very appropriate so that it can produce a good character.

Keywords: writing skills, narrative essays, writing process.

### INTRODUCTION

Writing skills require a number of knowledge and skills, such as skillful in choosing words, skill in pouring ideas and cleverly composing sentences based on enhanced spelling (EYD), if this is associated with the world of education, then one of the goals of teaching Indonesian is for skilled students to communicate well oral or written. So learning to write in school has a very important position as an effort to train students to be trained and skilled in writing. This means that the language learning system changes so that it needs serious understanding and handling, besides changing the method itself requires hierarchical implementation, in the sense that the method requires the right approach to be used in the learning process.

The above fact requires that teaching writing be promoted as early as possible, however, unfortunate in connection with learning to write, Ghazali (2010: 295) says that writing activities in teaching second language is usually considered a secondary skill whose importance lies below the ability to listen, speak and read. Because it is considered as a secondary skill, the motivation of students when following learning to write is low, and the results are less encouraging. This condition causes their writing products to be very minimal. Students feel very heavy when they get assignments from their teachers to produce certain writings, especially those related to writing essays.

After observing, it was found that there were some problems that became obstacles in writing activities, especially in writing the essay, including learning done by the teacher, students and an inappropriate approach. Teachers are less accustomed to students writing, and teachers are less precise in determining approaches to train students to write. While the problems that arise from students include the low ability of students to write, especially in learning to write essays. The problems are characterized by (1) the low ability of students to write stories chronologically so that they become complete essays, (2) the low ability of students to integrate relationships between sentences, and (3) the low ability of students in the use of spelling and punctuation in essays.

Although many factors influence students' inability, however, it is acknowledged that the role of the teacher is also very decisive. Therefore teachers are required to be creative and innovative and have adequate ability in designing learning to write essays, especially regarding the approach used. Teachers who are creative in choosing the approach to writing essays are not fixated on the lack of time used and the demands of curriculum targets, but must be in line with the objectives of writing learning that students are skilled at communicating their ideas in writing through a meaningful overall process, which certainly requires writing practice and adequate and sustainable guidance.

From the background above, the author intends to conduct research by trying to apply the use of an approach that focuses more on the writing process. This approach was developed based on an assumption that writing is a process that cannot be instantaneous, but requires a gradual process.

The problem formulation that will be discussed in this classroom action research include: (1) How to plan learning to write narrative essays using the writing process approach,

(2) How to carry out the learning of narrative essay writing using the writing process approach, and (3) How to learn write a narrative essay using the writing process approach.

### **Writing skills**

Writing is one of the most important and important language skills in a person's life. The benefits of writing are as follows: (1) writing can be used to develop initiative and creative power. In connection with mechanical elements such as language, spelling, and punctuation must also be supported by elements of creativity that cannot be separated from the ability to think crisis, namely the ability to take the initiative and the ability to create new things. (2) writing can also contribute intelligence.

Writing is essentially a regular process of thinking, so that what is written is easily understood by the reader. A text is said to be good if it has characteristics, including meaningful, clear, round and complete, economical, and fulfilling grammatical rules. Writing ability is a person's ability to express thoughts, ideas, ideas, by using a series of written languages that are good and right. The ability to write someone will be good if he also has: (a) the ability to find problems to be written, (b) sensitivity to the condition of the reader, (c) the ability to plan research plans, (d) the ability to use Indonesian, (e) ability starting writing, and (f) the ability to examine the essays by yourself. This ability will develop if supported by reading activities and the wealth of vocabulary they have.

### **Narrative essay**

According to Keraf (1987: 135). "Narrative is a form of discourse that attempts to narrate an event or event so that it looks as if the reader sees or experiences the soul itself" An event or process can also be presented using the description approach. Therefore, narration is difficult to distinguish from the description. Therefore, there must be other elements taken into account, namely the element of time. Thus the understanding of the narrative includes two basic elements. The most important element in a narrative is the element of action or action that occurs in a time series.

### **Writing Process Approach**

According to Tompkins (Djuanda, 2010: 6) As a process, writing is a mechanical skill that can be understood and studied. Writing as a process means that writing consists of stages. These stages are prewriting, drafting and presenting concepts, improvement, editing, and publishing.

## **1. Prewriting**

At the pre-writing stage students try to express what they will write. In this activity the teacher can use various strategies to help students choose a theme and determine the topic of writing. The writing topic greatly determines the smoothness of the writing process. The theme must be in accordance with students' interests and schemata.

To overcome this problem the teacher can collaborate through brainstorming so that it can produce writing themes and topics that are in line with their interests and desires. In addition to brainstorming can also be done by reading or reviewing the form of writing or other forms of writing.

## **2. Drafting**

This stage students organize and develop ideas that have been collected through brainstorming activities in a rough draft. To help students develop ideas and draft their writing, it can be done by giving a chart of story structure as a medium to pour all the ideas they have. This is so that students do not hesitate, because the next stage will be corrected, changed, and rearranged.

## **3. Revising**

In the improvement phase students look back at their writing to further add, replace, or omit some ideas related to the cultivation of the story structure that has been written.

## **4. Editing**

Editing is the stage of refinement of the writing done before publication. At this stage students write back the draft of the story that they have made through working on the chart so that it becomes a complete essay. At this stage students correct mechanical errors related to word structure, spelling and punctuation.

## **5. Publishing**

After all stages are passed, then the final stage is the publication stage. Students publish the results of their writings through various sharing activities. This activity can be carried out through assignment activities to read the results of the essay or be posted on the school wall magazine or in front of the class.

## **METHOD**

The research method used is classroom action research (classroom action research). According to Kemmis and Mc Taggart (in Rafi'uddin, 1996) action research can be seen as a

spiral cycle from planning, implementing actions, observing, and reflecting which may then be followed by the next spiral cycle. Research starts from the initial reflection phase to conduct preliminary studies as a basis for formulating research problems. This study uses two types of data collection techniques, namely subjective tests (descriptions) in the form of student essays and observation sheets. Both of these data collection techniques can obtain data that is relevant and in accordance with needs as a measuring tool in carrying out a study. A description test is used to measure the ability to write narrative essays through the writing process approach.

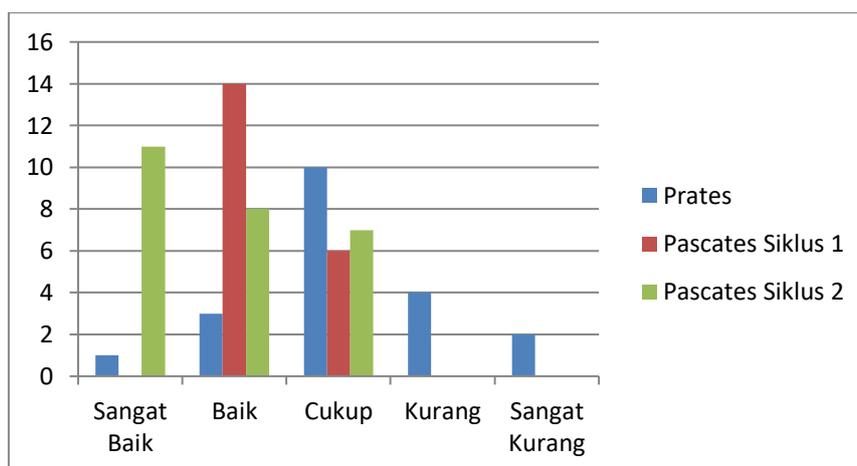
## **RESULT AND DISCUSSION**

### **Results**

This study begins by pre-testing the students' initial abilities related to writing narrative essays by increasing students' writing skills in them. This pre-activity is carried out to determine students' abilities before the treatment is carried out. The results of the pre-test are carried out for students of 20 people, with a score of 67.90. This shows that the initial ability of students related to the ability to write narrative essays has not been significant.

Cycle 1 is carried out using writing process method for students with a total of 20 people. The results obtained in cycle 1 after receiving treatment reached 77.1. This shows that the ability of students related to the ability to write narrative essays after receiving treatment in cycle 1 has been significant, but the teacher feels that it is not maximal so that it needs additional disiklus 2.

Cycle 2 is carried out using the same method, namely writing process is carried out on students with a number of 20 people with the same method obtained more improved results with the average grade is 84.15. This shows that the ability of students related to the ability to write narrative essays after doing cycle 1 then in cycle 2 has experienced an increase and significant. The students' scores cycle 1 and 2 can be seen in the following table:



**Figure 1.** Recapitulation of Pascates Value of Cycle 1 and 2

## Discussion

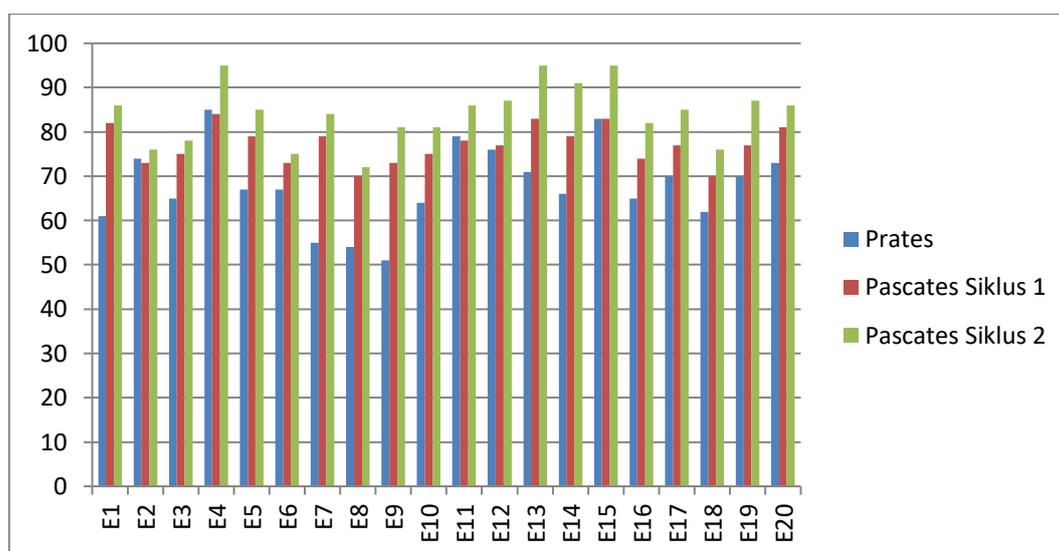
Based on the results of the data analysis approach to learning writing process proved to be able to influence the ability of students in narrative essay writing skills at Cicabe State Elementary School, Mandalajati District, Bandung City. This can be seen from the increase in the ability of the average value of the ability to write narrative essays obtained from the results of pre-test and post-test in cycles 1 and 2. It is proven that learning to write narrative essays to improve students' writing skills through the approach to writing process is far better. the class average increased from 67.90 to 77, 1 in cycle 1 and increased again in cycle 2 by 84.10 with an average increase in value reaching 7. In this case the writing process approach proved to be able to improve the ability to write narrative essays . This is not without reason, an atmosphere of active learning, creative and fun, student activity-based learning, and learning focuses on the process of writing, has stimulated students to produce good writing. The learning process managed by the teacher by referring to the learning plan is part of the success of the learning. Teachers in practice, provide opportunities for students to work with science, not just telling or listening to science stories. On the other hand, students feel happy because they are active and do not become passive learners.

To see the increase in the average value of the ability to write narrative essays, the following table is presented:

**Table 2.** Comparison of Value Increase

No	Value	Category	Student scores		
			Prates	cycle 1	Cycle 2
1	85 – 100	very good	1	0	11
2	75 – 84	Good	3	14	8
3	65 – 74	Enough	10	6	7
4	55 – 64	Less	4	0	0
5	< 55	very less	2	0	0
<b>Value</b>			20	20	20

Based on the table above, it can be concluded that learning to write narrative essays using the writing process approach has increased. In more detail the increase can be seen in the diagram below:



**Figure 2.** Average Increase in Writing Ability Value Student Narrative Essays

## CONCLUSION

This study aims to analyze the influence of the writing process learning approach on improving students' ability in writing narrative essays and writing skills of 5th grade students of Cicabe Elementary School. While the results of the research and discussion obtained from data analysis during the study can be concluded as follows:

1. The ability to write narrative essays for students in pre-learning activities does not show significant value, students who get grades under the KKM. After being given the treatment

approach to learning writing process in cycle 1 is significant with the average value obtained for 77.1 categories of sufficient improvement, while in cycle 2 it experienced a return increase with the average number obtained at 84.15. Thus the approach to writing process has proven to have a significant influence on the ability to write narrative essays.

2. Students' writing skills before being given treatment or pre-test, students who get KKM brought in as many as 16 people while after being given the treatment process of writing process or learning in cycle 1 students whose grades are below KKM as many as 7 students and in cycle 2 as many as 6 people. Thus, the writing process approach proved to have a significant influence on students' writing skills, especially in writing narrative essays.

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