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IMPROVING THE STUDENTS' WRITING SKILLS OF NARRATIVE TEXT THROUGH BEYOND CENTERS AND CIRCLE TIME METHOD

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Abstract

This research was aimed to improve the students' writing skill of narrative text through beyond centers and circle time method. The subjects of this study were 25 students at 10th grade in vocational high school MAS AL-HIDAYAH. This research was conducted by using classroom action research that consist of 2 cycles. The technique of analyzing data for quantitative data was the students' score of test. While for qualitative data, the researcher used the technique by Miles and Huberman. The result of this research showed that the mean of the students score was 54,72 in which there were 5 from 25 students who passed the standart minimum score or KKM. In the post test I, there were 10 or 20% who improved and the score mean was 65,12. Meanwhile, in the post test II, the mean score was 78,12. There were 18 students or 72% passed the standart minimum score. It indicated that beyond centers and circle time method could improve the students' writing skill of narrative text. This result is strengthened by the observation and the interview result that students were more active in the class and enjoy the learning process. They were also active in learning process.

Keywords: Writing Skill, Narrative Text, Beyond Centers And Circle Time

INTRODUCTION

Writing is one of the learning requirments for the student to be successful in teir study. Writing as one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of english. It means that writing as a part of teaching english and important in teaching and learning english. Writing involves some language component (speling, gramer,vocabulary, and punctuation). In writing skill, the student have to master vocabulary and know how to use grammar in making texts or sentences, it is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to be able to express their ideas in writing form. There are many ways to express writing and one of them is through a texts.

Based on the objective of teaching writing narrative text for vocational High School at grade 10th is to produce in the written form of the various meaning of the text in a variety of intratextual text and monologue primarily in the form of descriptive, spoof/recount, procedures, report, new /intems, anecdote, exposition, explanation, discussion, commentary, review, and narrative. In writing narrative text, the students are expected to be able to write the orientation, complication resolution and re-orientation.

Orientation is about the opening paragraph where the characters of the story are introduced. Complication is the main element of narrative. The complication is pushed along by a serious of event, during which usually expect some sort complicating or problem to arise. The conflict can be shown as natural social or psychological conflict. Resolution or coda is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.

Moreover, the reality of the student at 10th grade Vocational High School MAL-UINSU were not able to write narrative text yet. It could be proven by the confusion that they got in writing narrative text. Such as they experiencing boredom in writing and they did not know yet how to write the orientation, complication, resolution and reorientation well. The student also were lack of motivation in studying, vocabularies mastery and among others. Beside that, the problem also come to the teacher that got difficulty in finding a good teaching method especially in writing method.

Based on the problem above, a teacher need to solve the students' problems in writing narrative text. To improve the student in writing skills the teachers are able to use some strategies. By using strategies it can improve the students' skill in learning process. In this case, the researcher will use beyond center and circle time strategy, because this strategy has many benefits, because this method have several advantages such as the process of learning is organized in the form of activities which aimed at students learning by experience so that then they study writing they have had a background knowledge about it. it could make the students easily to learn, consequently the, relieving stress due to the many learning burdens and increasing the focus on learning. Because of learning English especially writing, the students often feel bored and stressed. So, the students always experience a decrease in learning while in English class.

By this strategy it makes students easier to learn, because in learning English especially writing narrative text students need calm and focus on learning. with this strategy consequently the students' writing will be better than before. Because the

strategi emphasize on the students' activity and the teachers.ased on the explanation above the reseacher would like to conduct a reseach by title "Improving Students' Ability in Writing Narrative Text Through Beyond Center and Circle Time".

METHOD

The aim of the reseach is improve the students' writing skills in narrative texts. So, this research can be categorized into classroom action research study. According to Bassey in Koshy, action research is a research in which the purpose is to evaluate and then to change something in order to improve the educational practice. Action research is also a form of inquiry undertaken by participants in social situations in order to improve both social and educational practice, as well as the understanding of these practices and the situations in which practice is carried out, The essential characteristics of action research can be summarised as follows.

1. Action research is contextual, small-scale and localized. It identifies and investigates issues within a specific situation.
2. Action research is evaluative and reflective as it aims to bring about change and improvement in practice.
3. Action reseacrh is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.
4. Change in practice are based on the collection of information or data which provides the impetus for change.

The research of the study is conducted by administrating four meeting and two cycles. Each cycle consists of there meeting and consists of four steps, namely planning, action, observation and reflection.

1. Planning

In this stage, the results of the observation and interview are used as reference. Based on that data, the researcher started to prepare all of the actions and the materials for .teaching writing on narrative text by using picture series. The preparation covered preparing the lesson plan, preparing the materials, preparing the media, and also preparing the scoring rubric and other instruments.

2. Action

After making some plans, picture series are implemented as the main media to teach writing for a certain period of time. The research was done in two cycles.

Every cycle is done in 3 meetings. In every meeting, the researcher implemented the use of picture series to guide the students' to be able to write the text. Furthermore, different techniques and activities are also applied to teach the students' in order to make the teaching and learning interesting. Those activities are sequencing jumbled pictures, jumbled paragraphs, and filling in the blank.

3. Observation

During the action, the researcher will observe the teaching and learning process including the students' writing. The things to be focused on this stage are observing the effectiveness of using picture series, the students' behavior in the class, and their writing products.

4. Reflection

The researcher made a reflection and evaluated the actions that are carried out. The focus this on the implementation of picture series in teaching writing whether it this successful or not. If it had not been successful yet, another cycle should be continued. Finally, by analyzing the data from the qualitative and quantitative data, the researcher can make a conclusion whether picture series can improve students' writing skill or not.

FINDINGS AND DISCUSSION

The research was conducted to find out the improving of students' writing descriptive text through beyond centers and circle time method. This method was one of many steps can be used by the researcher in teaching English especially to help the students to improve the writing skill.

According to Siantayani BCCT method is a method in education that focus on students- centered in the corners is used for teaching and learning process where a student is able to discuss in order to increase their skill and knowledge. In this case, the students have more time to learn. Besides, they can learn something, they can make association with others. By using Beyond Center and Circle Time method may certainly be an effective way for students in teaching-learning English. Through experinece and students center the teachers did not necessary to teach longer because the students have had a backgroud of kowledge and did many activities in process of learning.

Based on the data qualitative, it was taken from the result of observationand interview. It was found that the class ran effectively and the students more active while

learning. The students focused and paid attention to the researcher when the researcher explained about the lesson and the students were enthusiastic and interested in learning English. Then, there was the improvement of the researcher in teaching English especially writing narrative text. It could be proven from the result of observation that the researcher could active the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of beyond center and circle time method can help the students in writing narrative text.

From the explanation above, the research could be concluded that the implementation of beyond centers and circle time method can improve the students' writing skill. It could be seen from the quantitative data which the students' score got better in every test: pre-test, post test I, and post test II. And also it could be showed by the qualitative data which prove the researcher could control the class and the students were active and interested in learning English and easy to write the narrative text.

CONCLUSION

The result of preliminary study shows that skills of students in writing narrative text was low, they get confusion in write narrative text. The number of students who followed the test was 25 students. The result of pre-test, the total score of the students was 1.368 and the mean of students' score was 54,72 and the percentage was 20% or only 5 students who succeeded or got score up 75. On the other hand, 25 students unsuccessful or did not get score up to 75. It means that the students' writing skill were low. Therefore I would like to improve the students' writing skill through beyond centers and circle time method.

In the cycle I, the result of observation were collected to get the qualitative data, based on the data observation, there was improvement in teaching learning process but still low. It can be seen from the hypothesis of the research from compilation of pre-test and post-test I was $df = N - 1 = 25 - 1 = 24$, with fact $\alpha = 0.05$ was 0,515 in the coefficient of t-count ($6,03 > t\text{-table } (0,515)$). Thus, alternative hypothesis (H_a) cannot be received. Based on finding, alternative hypothesis (H_a) stated that beyond center and circle time method already increased the students' writing skill of narrative text but not significant yet.

In the cycle II, the students were motivated, participated and enthusiastic in learning writing narrative text. It could be seen from the result of interview and

observation. while the hypothesis post-1 and post-2 was $df = N - 1 = 25 - 1 = 24$, with fact $\alpha = 0.05$ was 0,515 in the coefficient of t-count ($10.29 > t\text{-table } (0,515)$). Thus, alternative hypothesis (H_a) can be received. Based on finding, alternative hypothesis (H_a) stated that beyond center and circle time method could improve the students' writing skills of narrative text and significant. So, the post test II was categorized successful. Finally, I have done in two cycles because I had solved the problems which found problem during teaching learning process.

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