

THE USE OF “WRITING IN THE HERE AND NOW” STRATEGY IN IMPROVING STUDENTS’ WRITING SKILLS TO THE TENTH GRADE STUDENTS OF SMK S KAMPUS PADANGSIDIMPUAN IN 2015 - 2016 ACADEMIC YEAR

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ABSTRAK

Penelitian ini dilakukan untuk mengetahui tentang seberapa jauh situasi belajar mengajar ketika penggunaan strategi “menulis disini dan sekarang” (menulis pengalaman secara langsung) untuk siswa kelas X SMK S Kampus Pangsidempuan pada 2015-2016 tahun akademik. Penulis mengambil 85 siswa sebagai sampel penelitian ini. Untuk mendapatkan data yang diperlukan, penulis menggunakan perpustakaan dan penelitian lapangan. Penelitian perpustakaan digunakan berdasarkan kebutuhan buku-buku sebagai sumber teori dan informasi, dan penelitian lapangan digunakan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMK S Kampus Padangsidempuan. Dan sebagai alat untuk mengumpulkan data penulis menggunakan kuesioner dan tes. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah mengidentifikasi peningkatan skor pada keterampilan menulis siswa dari pra-test ke skor post-test pada siklus 1 dan siklus 2. Setelah menganalisis data, telah diperoleh bahwa hasil pra-test menunjukkan bahwa nilai rata-rata siswa adalah 62,62 dan nilai rata-rata siswa dalam post-test pada siklus 2 adalah 78.82. Itu berarti bahwa penggunaan menulis dalam strategi disini dan sekarang (pengalaman secara langsung) adalah baik untuk diterapkan dalam meningkatkan keterampilan menulis siswa terhadap siswa kelas X SMK S Kampus Padangsidempuan. Dan hipotesis penelitian ini diterima.

Kata Kunci : menulis disini dan sekarang, kemampuan menulis

ABSTRACT

This research is carried out in order to know about how far the teaching learning situation when use of “writing in the here and now” strategy to the tenth grade students of SMK Swasta Kampus Padangsidempuan In 2015-2016 academic year is. The writer takes 85 students as the sample of this research. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of books as the sources of theories and information, and the field research is applied based on the need of data from the field, in this case from the SMK S Kampus Padangsidempuan. And as the instrument for collecting the data the writer uses the questionnaire and the test. After getting the data, the next step done by the writer is identifying the improvement of score on students’ writing skills from pre-test to post-test score in cycle 1 and cycle 2. After analyzing the data, it has been got that the result of pre-test shows that the mean score of the students is 62.65 and the mean score of the students in the post-test in the cycle two is 78.82. It means that the use of writing in the here and now strategy is good to be applied in improving students’ writing skills to the tenth grade students of SMK S Kampus Padangsidempuan. And the hypothesis of this research is accepted.

Keywords : writing in the here and now, writing skill

I. INTRODUCTION

Writing is one of four basic language skills. It is very important in teaching and learning English. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). By mastering English writing skills, we can carry out communication with other people in the world, give ideas, share information with interlocutor and mastering technological equipments, so we are easy to know information or news from the world. Based on the important role of mastering English above, English writing skills is needed by Indonesian people.

Unfortunately, the fact has shown that the students are hard to improve their writing skills. They are accustomed to use the Indonesian grammar. In the class, we often find the students hardly use English for writing even in the simple sentence. They can write in simple sentence but they do not know the meaning or form from the sentence. It is also evidence that in class, the students have limited time to practice their writing skills. Therefore, practicing is so important in writing skills, as the old saying "practice makes perfect".

Many problems that may prohibit the learners to improve their writing skills especially in senior high school students and all of the students commonly are: lack of ideas, less of vocabulary, confusion the grammar and less of self confidence. Many students have the mistaken idea that a composition needs to be written only once in rough draft form, then rewritten to be handed in. This is simply not true. Unfortunately, writing is not such a simple process. Even professional writers rewrite and rewrite because it takes many attempts to produce the perfect, finished, copy that clearly communicates their ideas. So, the students are very difficult to be active participants in writing class.

"Writing in the here and now" is one strategy of active learning. Here, the students will study how about writing. This strategy ask the students to write report action in the

here from their experience which has done (it is like the action occur in the here and now) (Silberman, 2009).

In "writing in the here and now" strategy, an English teacher in writing class can modify this strategy depends on the topic and situation in writing class. For example, the teacher can make a group based on number of students in the class or ask students to choose one topic and write down in the paper. The teacher is also able to modify the writing materials like in the present, past tense and so on by changing the sentences which suitable with the writing material.

The writer chooses tenth grade students in SMK Swasta Kampus Padangsidempuan as the location of research. Most of the students in this class are shy and they are being passive in the writing class. They are so difficult to write down their idea and need much time to do it. In this writing class, the teacher must make different strategy to make them more active in the class, because the problem in writing subject above found there. So, the writer tries to use of "writing in the here and now" strategy in improving students' writing skills. Beside that, the location of SMK Swasta Kampus Padangsidempuan is near and easy enough.

The explanations above give the inspiration for the writer to make a classroom action research with the title "The use of "writing in the here and now" strategy in improving students' writing skills to the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015 - 2016 academic year".

Beside the above reasons, the writer has chosen the topic based on the following reasons :

1. The writer would like to know about how the teaching learning situation when use of "writing in the here and now" strategy to the tenth grade students of SMK Swasta Kampus Padangsidempuan In 2015-2016 academic year is.
2. The writer chooses the "writing in the here and now" strategy, because this method can help students reflect on the experiences they have been through.

3. Writing is an important, because writing can help us to communicate well, especially for non-English speakers.
4. As far as she knows the topic is still new for it has never researched by other researchers before.

The writer formulates the problem of this research as follows :

1. How far is the teaching learning situation when use of “writing in the here and now” strategy in the class of the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015-2016 academic year?
2. How far is the use of “writing in the here and now” strategy to improve the students’ writing skills to the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015-2016 academic year ?
3. How far is the students’ skills in writing descriptive and procedure text?

Generally, this research has common purpose to improve student’s writing skills for the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015-2016 academic year. Specifically, this research has some purposes, as follows :

1. To know how far the teaching learning situation when use of “writing in the here and now” strategy in the class of the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015-2016 academic year is.
2. To know how far the use of “writing in the here and now” strategy to improve the students’ writing skills to the tenth grade students of SMK Swasta Kampus Padangsidempuan in 2015-2016 academic year is.

II. THE REVIEW OF LITERATURE

The “Writing In The Here And Now” Strategy

“Writing in the here and now” strategy is a learning strategy that helps learners to

reflect on the experiences that they have been through it directly. Writing strategies experiences directly or in the here and now “(writing in the here and now)” is a dramatic way to enhance self-reflection by asking the students to write a report at the time an experience they have (it happened here and now). This activity allows students to think about the experience that they have (Melvin L Silberman, 2001).

Melvin L. Silberman (2009) describes the procedure of “writing in the here and now” strategies are:

- a. Teacher chooses the type of experience that wants to be written by the students, it includes past events or future.
- b. Teacher informs students about the experience that have been for the purpose of reflective writing.
- c. Teacher tells them a valuable way to reflect experience is to turn it back on for the first time here and now. This strategy will result in a more pronounced and more dramatic.
- d. Teacher provides white paper to write to create privacy and a quiet condition.
- e. Teacher instructs students to write, now, about the experience that has been selected. Tell them to start early experience and write what they are doing and feel.
- f. Teacher asks students to write as much as possible that they want about the events that occurred and feel that produced.
- g. Teacher gives enough time to write. Do not let students feeling rushed. When completed, the teacher invites them to read their reflection.
- h. Teacher and students discuss the results of reflection and new measures.

The Students’ Writing Skills

Writing is a process of building larger and larger units of thought (Bossone and Richard, 1977). Writing is the act or process of one who writes is the act or art or forming letters on stone, paper, wood, or other suitable mediums to record the ideas, which characters and words express or to communicate the ideas by visible sign (library of congress

Cataloging-in publication Data, 2006). Writing is so hard to do that human society existed for untold eons before anyone gave it a try (Kaye, 1995). Writing is clearly a system of human intercommunication by means of conventional visible marks but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. The question of what lies at the basis of all writing-words or ideas-is clearly the same as the question of what lies at the basis of all human intercommunication (Gelb, 1952). According layman and scholar (1952), writing is a written language. Ask a man in the street and he will not even hesitate about giving this answer.

III. THE METHODO OF RESEARCH

This research is carried out in SMK Swasta Kampus Padangsidempuan. And this research is carried out in 2015-2016 academic year.

The writer uses questionnaire with the qualitative data. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

The method of this research is classroom action research. It is called CAR because the study focuses on a particular problem and a particular group of students in a certain classroom. According to Suharsimi Arikunto (2006), classroom action research is an action research which is carried out at the classroom aimed to improve learning practice quality.

In order to make inferences about characteristics of a population, researchers can use purposive sampling. The purposive sampling can be applied because there are some specific reasons that depends on taken sample. The writer takes two celasses X-AK 1 and X-AK 2 as the sample of this research. It consists 85 students.

There are four techniques of data analysis applied in this study, they are observation, interview, questioner and test in order to support the data of teaching and

learning process. On the other side, the writer uses the students' final writing as a pre-test and post-test to obtain the quantitative data.

In analyzing the data related to the students' test of writing skills, the writer uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 1. Analytical scoring rubric (adapted from weigle, 2002)

N O.	COMPONENTS OF WRITING	SCORES	INDICATORS
1	Content	4	Relevant to the topic and easy to understand
		3	rather relevant to the topic and easy to understand
		2	relevant to the topic but is not quite easy to understand
		1	quite relevant to the topic but is not quite easy to understand
2	Organization	4	most of the sentences are related to the main idea
		3	some sentences are related to the main idea
		2	few sentences related to the

N O.	COMPONENTS OF WRITING	SCORES	INDICATORS
3	Vocabulary and Mechanic		main idea
		1	the sentences are unrelated to each other
		4	a few errors in choice of words, spelling and punctuation
		3	some errors in choice of words, spelling and punctuation
4	Grammar	2	occasional errors in choice of words, spelling and punctuation
		1	frequent errors in choice of words, spelling and punctuation
		4	a few grammatical inaccuracies
		3	some grammatical inaccuracies
		2	numerous grammatical inaccuracies
		1	frequent grammatical inaccuracies

To get the mean of students' writing score within one cycle uses the Formula by Anas Sudijono (2008) as follows :

$$M_x = \frac{\sum X}{N}$$

In Which :

M_x = Mean

$\sum X$ = Sum of students' score

N = Number of students

In gaining the class percentage which passes the minimal completeness criteria (KKM) 75 (seventy five) the writer uses the formula :

$$P = \frac{F}{N} \times 100 \%$$

In Which :

P = The class percentage

F = Total percentage score

N = Number of students

Next step, the writer identifies the improvement score on students' descriptive text from pre-test up to post-test score in cycle 1 and cycle 2 the writer uses the formula :

$$P = \frac{y - y_1}{y} \times 100 \%$$

In Which :

P = Percentage of Students' Improvement

Y = Pre- test Result

y_1 = Post-test 1

IV. THE RESULT OF RESEARCH

From the result of the pre-test that had been done before, the use of writing in the here and now strategy in teaching writing skills to the tenth grade students, it has been got that the highest score by the students is 75 and the lowest score is 35. To make it clear, the description of the data can be seen in the following table:

Table2. The Result of Pre-test

No	Pre-Test
1	70
2	65
3	75
4	60

5	75
6	50
7	75
8	65
9	60
10	75
11	75
12	50
13	65
14	75
15	65
16	55
17	65
18	75
19	50
20	65
21	75
22	75
23	65
24	70
25	70
26	50
27	50
28	75
29	75
30	75
31	55
32	40
33	70
34	40
35	75
36	75
37	70
38	70
39	75

40	65
41	65
42	70
43	75
44	65
45	60
46	55
47	40
48	35
49	40
50	70
51	50
52	75
53	40
54	45
55	60
56	75
57	75
58	50
59	65
60	65
61	75
62	40
63	65
64	75
65	70
66	50
67	45
68	35
69	75
70	70
71	70
72	65
73	50
74	55

75	75
76	75
77	60
78	50
79	40
80	75
81	35
82	70
83	60
84	75
85	70
Total	5325

The mean score (M) of the pre test is as follows :

$$\begin{aligned}
 M &= \frac{\sum Y}{N} \\
 &= \frac{5325}{85} \\
 &= 62.65
 \end{aligned}$$

Based on the above computation, it is known that the mean score of pre test is 62.65. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into 'low category'. On the other side, to know class percentage who have passed the minimal completeness criteria (KKM), the writer uses the formula as :

$$\begin{aligned}
 P &= \frac{F}{N} \times 100 \% \\
 P &= \frac{26}{85} \times 100 \% \\
 &= 30.59 \%
 \end{aligned}$$

From the calculation, there are twenty six students who have passed the minimal completeness criteria (KKM). So after dividing with the number of students in class and altering that into percentage, it can be stated that 30.59 % students whom passed the minimal completeness criteria (KKM).

After applied the "writing in the here and now" strategy in teaching writing skills to the tenth grade students, it has been got that the highest score of cycle one is 85, cycle two is 90 and the lowest score in cycle one is 45 and in cycle two is 60. The description of the data can be seen from the table as following :

Table 3. The Result of Post – Test

No	Post – Test Cycle 1	Post – Test Cycle 2
1	75	80
2	75	85
3	80	85
4	70	80
5	80	80
6	65	75
7	75	80
8	75	85
9	70	75
10	80	85
11	85	90
12	70	75
13	75	80
14	80	85
15	75	80
16	65	75
17	70	75
18	80	85
19	65	75
20	75	80
21	80	85
22	80	85
23	75	80
24	75	80
25	80	85
26	65	75
27	70	80

28	80	85
29	75	80
30	80	85
31	65	75
32	65	75
33	75	80
34	60	75
35	80	85
36	80	85
37	75	85
38	75	80
39	80	85
40	75	85
41	70	75
42	80	85
43	80	85
44	75	80
45	70	75
46	65	75
47	65	75
48	55	70
49	50	65
50	75	80
51	60	70
52	80	85
53	45	60
54	65	75
55	65	70
56	80	85
57	80	85
58	60	70
59	70	75
60	75	80
61	80	85
62	55	65

63	70	75
64	75	80
65	80	85
66	65	75
67	55	65
68	50	70
69	80	85
70	75	80
71	75	80
72	70	75
73	65	75
74	65	75
75	80	85
76	75	85
77	70	75
78	65	75
79	55	70
80	80	85
81	55	65
82	80	85
83	70	80
84	80	85
85	75	80
Total	6085	6700

After scoring the result of pretest the writer calculates the result of the cycle 1. It is done in order to know the improvement from the pre-test to cycle 1

It is known that the mean score of the class in the cycle 1 is 71.59. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into good category. In order to know the improvement percentage, the writer as following calculation:

$$P = \frac{y^1 - y}{y} \times 100 \%$$

$$P = \frac{71.59 - 62.65}{62.65} \times 100 \%$$

$$P = 14.27 \%$$

In the first cycle of posttest, there are 48 students who have passed the minimal completeness criteria (KKM). If it is calculated into class percentage, it is 56.47 %. The writer use the formula :

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{48}{85} \times 100 \%$$

$$P = 56.47 \%$$

In the cycle two, the mean of students' score is gained 78.82. It can be stated that the students' skills in writing descriptive and procedure text can be categorized into good category.

To know the improvement from the pre-test to cycle 2 into percentage, after getting the mean score 78.82, the writer calculates the percentage calculation as following ;

$$P = \frac{y_2 - y_1}{y_1} \times 100 \%$$

$$P = \frac{78.82 - 62.65}{62.65} \times 100 \%$$

$$P = 25.81 \%$$

Based on the above computation, it can be seen that the result of cycle 2 shows the improvement that is 25.81 % from the pre-test. Meanwhile, to know the percentage of this class that have passed the minimal completeness criteria (KKM), it can be calculation as following :

$$P = \frac{F}{N} \times 100 \%$$

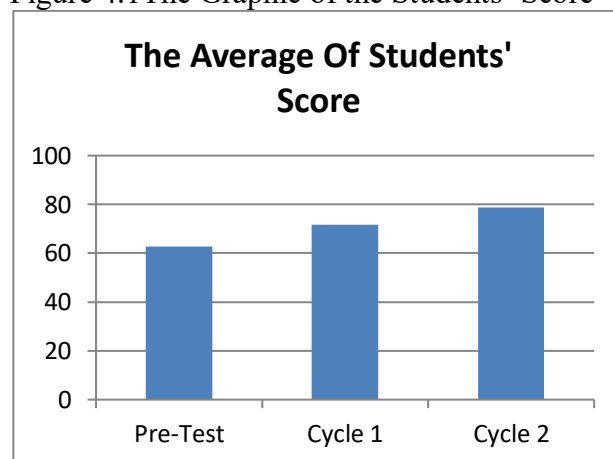
$$P = \frac{75}{85} \times 100 \%$$

$$P = 88.23 \%$$

In the end of cycle two, the result of the post-test shows that there are 75 students or 88.23 % who have passed the minimal completeness criteria (KKM). It improved

from the pre-test which gained only 30.59 % and in the cycle one which had any improvement become 56.47 %. Therefore, based on the class percentage result from the pre-test to the cycle two it is got that the improvement is 88.23 %. It proves that the target of CAR success in which minimum 75 % students passed the minimal completeness criteria (KKM) can be achieved.

Figure 4.1 The Graphic of the Students' Score



The histogram above shows that the improvement of the students' writing skills is significant from the pre-test to post-test (cycle 1 and cycle 2). The differences among whole results is obviously great. It means that through the treatment, the "writing in the here and now" strategy can improve the students' writing skills.

The use of "writing in the here and now" strategy is good to be applied in improving the students' writing skills to the tenth grade students of SMK S Kampus Padangsidempuan in 2015 – 2016 academic year. So that, it can be stated that the formulated hypothesis is accepted.

V. THE CONCLUSSION AND SUGGESTION

The Conclusion

1. The use of writing in the here and now strategy can improve the students' writing skills to the tenth grade students of SMK S Kampus Padangsidempuan in

2015-2016 academic year. It can be seen from the value of students mean score from 62.65 become 78.82

2. Before applying the writing in the here and now strategy the students' writing skills is "low" category, that is 62.65
3. The use of writing in the here and now strategy in improving students' writing skills to the tenth grade students of SMK S Kampus Padangsidempuan in 2015-2016 academic year in cycle one and two "writing in the here and now" strategy can be categorized "good" category. It can be seen from the students mean score they are : 71.59 and 78.82
4. The improvement of the tenth grade students of SMK S Kampus Padangsidempuan in 2015-2016 academic year, can be seen from the result of the end cycle that is 25.81 %.
5. The percentage of the tenth grade students of SMK S Kampus Padangsidempuan in 2015-2016 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 88.23 %
6. The hypothesis of this research is accepted

The Suggestions

1. For the teachers, the teachers are suggested to use "writing in the here and now" strategy in teaching writing. This strategy can make students keep in mind what they write and enrich their vocabulary. The teacher should be selective to choose the strategy in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem of learning in writing. They always have to appreciate to the students' opinions or idea.
2. For the students, the students should take part actively in learning process, do not shy to express idea especially in

writing. They should be accustomed to write English for any subject to improve their skills. They also must pay attention, quiet, and seriously when the teaching learning is going on.

3. For the head master, head master should facilitate the learning process to make the learning effective. The students also need motivation to study English so the students have English skill especially in writing.
4. For the next researcher, it is hoped to make further writing research that concerns with this study.

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