

THE USE OF LITERACY APPROACH TO IMPROVE WRITING ABILITY AT THE FIRST GRADE OF SMA MUHAMMADIYAH LIMBUNG

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ABSTRACT

This reseearch focuses on the use of literacy approach to improve writing ability of the students. The researcher follows the principal working of Classroom Action research (CAR). It consist of 2 cylces, cycle 1 and cycle 2. Where each cycle is the series of activities which have close relation. The result of this research aim to know how the result of applying the literacy approach to teach recount text. The subject of this research is the first grade of SMA Muhammadiyah Limbung. The technique will be used in this research is a Classroom Action research (CAR). That consist of four stages, those are planning, action, observation, evaluation/reflection.

Keyword : *Literacy Approach, Writing, Recount Text*

ABSTRAK

Penelitian ini berfokus pada penggunaan pendekatan literasi untuk meningkatkan kemampuan menulis siswa. Peneliti mengikuti pekerjaan utama penelitian Tindakan Kelas (PTK). Ini terdiri dari 2 silinder, siklus 1 dan siklus 2. Dimana setiap siklus adalah serangkaian kegiatan yang memiliki hubungan erat. Hasil penelitian ini bertujuan untuk mengetahui bagaimana hasil penerapan pendekatan literasi untuk mengajar teks recount. Subjek penelitian ini adalah siswa kelas satu SMA Muhammadiyah Limbung. Teknik yang akan digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (PTK). Itu terdiri dari empat tahap, yaitu perencanaan, tindakan, observasi, evaluasi / refleksi.

Kata kunci: *Pendekatan Literasi, Penulisan, Teks Recount*

Introduction

The concept of literacy is expanding across Organization For Economic Co-operation and Development (OECD) countries to include skills to access knowledge through technology and ability to assess complex contexts. A person who travels and resides in a foreign country but is unable to read or write in the language of the host country would be regarded by the locals as illiterate. Writing is the process of using

symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. Generally, we write using a pen/pencil (handwriting) or a keyboard (typing). With a pen/pencil we usually write on a surface such as paper or whiteboard. A keyboard is normally attached to a typewriter, computer or mobile device..

Writing is the fourth of the four language skills, which are: Listening Speaking, Reading, Writing In our own language, writing is usually the fourth language skill that we learn. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting.

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject.

So based on the explanations we can see the researcher will investigate literacy approach in teaching writing. The researcher want improve the ability of the student in writing skill. Because literacy and writing are bound together but there are still many who do not understand how important literacy and writing are. To make it easier for us to write what we have to do is read a lot. So the researcher hope that literacy can improve their writing skills.

Materials and Methods

At the first time, literacy is known as just the ability to read and write. According to Kern (2000: 2) A focus on literacy, by considering reading and writing in our social contexts of use, frames reading and writing as complementary dimensions of written communication, rather than as utterly

distinct linguistic and cognitive processes. Beside that literacy is the ability to read, write and spell correctly. Even though, we cannot develop to express our literacy without ability to speak. Therefore, at this time literacy is known as the ability oracy and literacy. Based on the explanation above the researcher conclude that literacy is all of thing about ability to reading and writing. Now if we say literacy it same with talking about ability to write a book and poem or read a book and poem. In short, literacy is all that is associate with the language.

There 13 types of literacy. Such as digital literacy, media literacy, recreational literacy, disciplinary literacy, civic literacy, multicultural literacy, information literacy, functional literacy, content literacy, early literacy, developmental literacy, balanced literacy, critical literacy.

Byrne (1984:1) argued that writing is clearly much more than the production of sounds. The symbol should be arranged according to certain conversion, to form words, and words have to be arranged to form sentences. However, we don't write just one sentence or a number of sentences arranged in particular order and linked together in certain ways. Writing involves the encoding of message of some kind that is to translate through into language.

Hairston (1986:3) stated that writing is a tool for discovery. We stimulate our thoughts processed by act of writing and tapped into information and image that we have in our unconscious mind. There are four types of writing. They are descriptive writing, narrative writing, expository writing and persuasive writing. Harmer (2005: 4) suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

Anderson (1997: 49) as cited in Muflikhati suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knaps and Watskin (2005) as cited in Muflikhati also say that recount text is a sequential text that does little more than sequencing a series of events. It can

be considered as the simplest types of narrative genre. In exploring how text work (Derewinka, 1990: 15-17) as cited in Indah there are three types of recount. They are, personal recount, factual recount text, imaginative recount.

McNiff and Whitehead's claim (2005:1) about action research has motivated and supported the idea. Action research is a common-sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their own theories of practice.

Kemmis and McTaggart (1988:26) suggest that the fundamental components of action research include the following: developing a plan for improvement, implementing the plan, observing and documenting the effects of the plan, and reflecting on the effects of the plan for further planning and informed action. New knowledge gain results in changes in practice.

Result

The result of data analysis found that teaching writing by using literacy approach. Can improve the students' writing ability use at SMA Muhammadiyah Limbung. Therefore, for the clear explanation about the students' improvement can be seen in the following table:

Table 1 The Improvement of the Students' Writing Ability

Indicators	D - Test	Cycle I	Cycle II	Improvement (%)	
				DT - CI	CI - CII
Content	5.62	7.6	8.55	1.98	0.95
Vocabulary	6	7.3	8.4	1.3	1.1

The table above shows that the literacy approach improved the students' writing ability from the test cycle I to cycle II. In which cycle II is the highest between cycles I. The table above indicated that the score of *content* in D-test was 5.62, categorized

fair. Score of Cycle I was 7.6, categorized *good* and score of Cycle II was 8.55, categorized *good*. And the next is Vocabulary; in D-test the score was 6, categorized *fairly good*. Cycle I the score was 7.3, categorized *fairly good*. Cycle II the score was 8.4, categorized *good*.

The use of literacy approach in teaching learning process is able to improve the students' writing ability after action in cycle I and cycle II in which the students' result in cycle II was the highest (Cycle II > Cycle I) and the improvement of students' writing ability for *content* from D-Test I to cycle I is 1.98, from cycle I to cycle II is 0.95. For *vocabulary*, D-test to cycle I is 1.3, from cycle I-cycle II is 1.1.

Table 2 The mean score of the Students' Writing Ability

Indicators	D - Test	Cycle I	Cycle II	Improvement (%)	
				DT - CI	CI - CII
$\sum X$	11.62	14.9	16.95	3.28	2.05
X	5.81	7.45	8.47	1.64	1.025

The table above indicated that the mean score of D-test was 5.81, categorized fair. Then, the mean score of the students' writing ability in the cycle I was 7.45, categorized good fewer than cycle II that was 8.47, categorized very good and after evaluation in the cycle II the improvement of the students' writing ability is 1.025 from test cycle 1 to cycle II (7.45 < 8.47). Therefore, the application of think pair share method improves the students' writing ability, and the improvement is significant (fair → very good). And we can see to the chart for see the improvement.

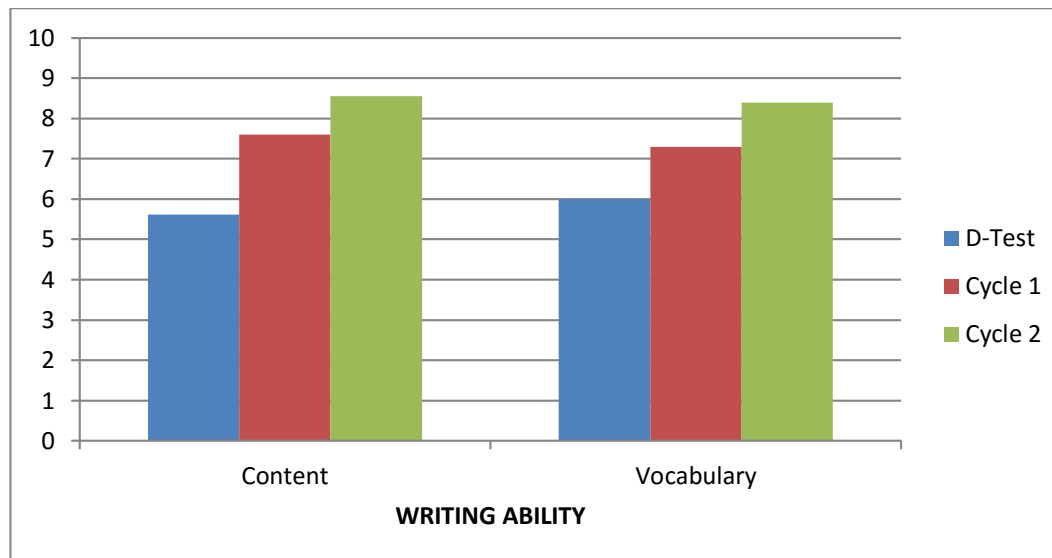


Chart 1 Writing Ability

Discussions

Using literacy approach for improved the students' writing ability in terms of content and vocabulary can be seen the difference by considering the result of the students' improvement after D-test, taking action in cycle I and cycle II through using literacy approach. The improvement of the students' writing ability using literacy approach. After using the method, the researcher found that the students' score in cycle I is 7.6 % and in the cycle II became 8.55 %.

Conclusion

Based on the result of findings and discussion, it can be conclude base on the problem statement "How the results of applying the literacy approach to teach recount text at first grade of SMA Muhammadiyah Limbung?"

The process of the teaching and learning runs well during the Classroom Action Research at the second year students of SMA Muhammadiyah Limbung because the students are enthusiast and interest to study English. The application of using literacy approach in teaching recount text could make student active in learning process.

The use of literacy approach improved the students' writing ability. It was shown by the classification of students' writing ability in cycle I and cycle II, there was an improvement for students' classification in cycle I and cycle II. It is proved by the students' achievement in cycle II is higher than cycle I and D-Test where in D-Test the students' mean score is 11.62 but after evaluation in cycle I the students' means score becomes 14.9 and in cycle II becomes 16.95.

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