

Investigating “Modeling” to Foster Students’ Writing Capability in Writing Simple Descriptive Paragraph

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Abstract

The objectives of this study were to find out why students' ability to write simple descriptive paragraphs is improved by modeling in the second year of MTs Negeri Kolaka. The aim was to gather information and data about the students' ability to write concise descriptive paragraphs by modeling. This research used a collaborative Classroom Action Research design (CAR). It happened in the first semester of the academic year 2019-2020. The emphasis of this research was on classes VIII and 8. There were 23 students in this group. The writing test and observation sheet were the instruments used in the study. In order to collect data, the author conducted research from the first to the second cycle. The data was analyzed using qualitative methods. Based on the results of the study, modeling in the second year of MTs Negeri Kolaka could enhance the students' ability to write clear descriptive paragraphs. The paper concluded an increase in the number of students writing. The outcome of the writing test provided by the author at the last meeting in terms of product could be seen in terms of product. The students got an average score of 48.52 on the pre-test. It increased to 63,30 in the first period and 75,13 in the second. Every meeting's outcome observation sheet revealed that teaching and learning activities were growing. Based on the analysis of the observation sheet, the average score was found to be 3,7. It belongs to the equal group in the first cycle. It was at 4,7% at the time. It belongs to the positive party in the second cycle.

Keywords: Applied Linguistics, Writing, Modelling Approach

INTRODUCTION

Writing, like the other language skills, plays an important role in the teaching of English as a foreign language in Indonesia. The reasons for teaching writing to English as a foreign language student, according to Harmer (1998), are encouragement, language acquisition, learning style, and, most importantly, writing as a basic skill. First, the teaching of writing should be developed. In this case, the teachers should employ appropriate techniques, such as brainstorming, questioning, clustering in their teaching. It is important to improve or increase the teaching of writing. Secondly, the use of some instructional media, pictures for instance, should be increased. Besides, the teacher, as facilitators, should offer guidance in halving students to engage in thinking process of composing (Brown 2001).

Since writing is a means of communicating ideas and information. The responsibility lies on the teacher's shoulders to enhance their students' abilities to express themselves effectively. In order for students to communicate well they need to have to expand their cognitive academic language proficiency level, contains the *genres of power* that leads to success. Later on, one approach that accommodates these needs and experiences is contextual teaching and learning (CTL). Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. According to Suyantoin in Nurwini (2009), contextual teaching and learning (CTL) involves the students in meaningful activities that can help them relate their knowledge in the classroom with the context (their real lives). Furthermore, author stated that contextual teaching and learning enable the students to reinforce, enlarge, and apply their knowledge and language skills in various situations, whether it is in the school or outside the school Besides, the English teacher of this school do not try to flue out the out the appropriate technique to be applied in teaching. This condition makes the teaching of writing boring since it does not vary in terms of its activity.

Modeling is one element of CTL that almost dine by teacher to find out any attractive way to interact students in teaching and learning process, likely in teaching learning writing process, as it holds by Nurhadi (2003) that modeling is a techniques on teaching and learning process where the teacher present a new model in front of class then the students become imitate and look the models as their new inspiration on do their assessment. Writing, according to Bazerman (1985:437), is unlike speaking, which seems to flow spontaneously and where the first thought is rarely far from public utterance. Writing, on the other hand, requires time, thought, and several intentional choices to pass from our first conception to public record. Writing can be extremely frustrating as authors try to turn vague ideas into a full statement that will mean what they want it to mean to a completed statement, they may doubt that they have anything to say, but they will find that they are frequently mistaken.

Contextual Teaching and Learning (CTL) helps us relate subject matter content to real world situations and motivate students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires. One approach that accommodates these needs and experiences is contextual teaching and learning (CTL). According to Suyanto (2000), contextual teaching and learning (CTL) involves the students in meaningful activities that can help them relate their knowledge in the classroom with the context. Descriptive paragraphs are often used to describe: What a person looks like and acts like. What a place looks like what an object looks like. Anderson (1999) stated that whole class instruction in the writing process is critical for novice authors. Students need to try many strategies in order to find the right fit between a strategy and their personal learning style.

METHOD

The design of the research was collaborative Classroom Action Research (CAR). This design was selected, because the research was intended to improve the student's ability in writing simple descriptive paragraph. This research was called collaborative Classroom Action Research because the author conducted the research in collaboration with one of the English Teachers in MTs Negeri Kolaka. It is one of effort that had been done by a teacher or practitioner in form of various activities which are applied in order to improve an unsatisfactory condition or to increase learning quality.

This research concentrated on MTs Negeri 1 Kolaka students who were enrolled in the 2019/2020 academic year. The author chose MTs Negeri Kolaka as the research site because preliminary research revealed that the students at this school struggled to write descriptive paragraphs, such as: the first, students had limit ability to try to transform a native language sentences word for word into a foreign language equivalent. The second, students had limited ability to convey meaning. The last, the students were lack of vocabulary, less understanding on English grammar, and the lack of practice.

FINDINGS AND DISCUSSIONS

Data Presentation of the First Cycle

The first meeting was conducted on November, 23rd 2019. The author started the activities by greeting the students. Then author introduced himself as the teacher and also the topic of teaching and learning process namely writing simple descriptive paragraph. And in this cycle, author focused on the animal as the theme of the study. Next, author asked some questions to the students related to the topic in order to know the prior knowledge of them. Some students responded that writing means that they had to explore idea into a sentence or a paragraph, but the others were still silent. After that, author continued the lesson by giving description about writing process and the thing that could be written. In this section it was found that the students seemed understood her explanation.

The author then focused on his explanation about descriptive paragraph as the main point of the study. Author also described that descriptive paragraph means a paragraph that contains about an explanation about people, place or thing. Before giving the students model of descriptive paragraph, author distributed some animal pictures to the students and asked the students to choose three interesting pictures that could be used to write into a descriptive paragraph by the students during the first cycle. Before asking the students to write, author gave some models of descriptive paragraph that could be followed by the students. In that time, author chose a cat to be described. The model paragraph was as follows:

"I have a cat. I name her Kitty. It is a white cat. It has white fur. It has a pairs of rounded eyes and its eye ball is blue. It also has two small ears but her noise is big and her mouth is small. Like other cat, it also has four legs. Every legs has four finger and every finger has shape nails."

Author wrote a model of descriptive paragraph in the whiteboard, and then author asked the students to follow the model on describing the picture. Some students were confused so author asked the students to observe carefully the picture in order that they could find things that could be explained in their descriptive paragraph. Then author asked the students to arrange their sentences into a good descriptive paragraph by copying the model paragraph showed in the white board. To make easier, the author asked the students to adapt the sample paragraph to be his/her own paragraph. The second meeting was focused on drafting; author started the activities by checking the students’ attendance and describing the instructional objectives that would be achieved. After that, author asked the students to show their latest drafts.

Author explained that they were going to revise their drafts in the terms of content and organization. To make it clearly, author gave a model on how to revise the words or even the sentences into a good organization, such as, *skin hair white (bulu putih)* into *white skin hair*. Author wrote some model of a correct word order and good sentences in the whiteboard. And then before starting the revising drafting process, author asked some students to write some examples in the white board. After giving explanation and examples, author directed the students to work in pair with their own desk mates. They were asked to read their friends’ drafts and discussed it together. Author reminded the students that they should pay attention to the content and organization. Some students did not care with the instruction, instead of checking their friends’ draft; they read their own and tried to revise it by themselves. They refused to show their drafts to their friends.

To overcome with this problem, author told them that purpose of this activity was to help each other, in which they were expected to give suggestion or comment in order to revise the draft. Gradually, all students had better understanding and started to work together. Next, author asked the students one by one to give suggestion or comment that was given by their friends on their drafts. Author suggested the students to change, add, or delete word, phase, or sentence to clarify the unclear meaning.

After all students got their turn, it turned out that some students did not make about their friends’ comment or suggestion on the draft. Therefore author concluded that most of the students were still confused with word order. For example, “*legs long*” which should be “*long legs*”. To overcome this problem, author wrote some sentences on the whiteboard then asked the students to find out the mistakes and discussed the correct answer. Then, author directed the students to write their drafts based on the suggestion and comments given by their desk mates. At the end of the class, the author asked the students to revise their hand writing in their home as homework.

“I have a bird. It is a black bird. It has apairs of round ed eyes is big. It also hasa nose is long and a mounth. It has two legs. it has two legs. every legs has finger and every finger has ashape nails long and pointed.Risman”

The third meeting was focused on revising. In this meeting, author began the lesson by explaining the instructional objectives and describing the activities that would be done in that meeting. Author explained what they should do in this activity. Author asked the students to show their homework in their tables. Author told them that many of them did not pay attention to the punctuation, as well as capitalization, and they did many mistakes in spelling, coma, word order, and conjunction. Therefore, author reminded the students to be more careful with spelling. Author then asked one of the students to write her homework on the whiteboard as a model to be revised together. Author then asked the students to observe carefully the model showed in the white board, and asked them to revise their drafts as the model shown. When all students knew what they had to do, author asked them to work in pairs.

The students exchanged their writing and gave suggestion one another by focusing on mechanical aspect. Meanwhile, author monitored the students' activity by walking to their tables and giving comments. Author also suggested the students to use dictionary if they found some misspelled words. Afterwards, author asked the students to write their final writing. In this time, every student had three final writings based on their selected pictures in the first meeting. The students' hand writing in this cycle can be show as follows:

"My Dholphin

I have dolphin. it is a blue dolphin. it has eye and mouth life in water. it has a lack big end it has sissy. its ball is blue. it has small nose it has wait black. it has cower park of cheek. it has round sieve. it has big bowels skomach.

"My Dholphin

I have a dolphin. It is blue dolphin. It has a pairs of rounded eyes and mouth. It is biggest more than the other fish. It life in the water. Itname is tini. I like it."

"My Dholphin

I have a dholpin. It is name sissy eye is blue. It has nose ball. It has mouth is small. It has round sieye. It has it has lower pert of hoek. It has big nose stomach. It has aback big like other dolphin has a sharp nails."

The fourth meeting was focused on publishing. Author began the lesson by explaining the instructional objectives and describing the activities that would be done in that meeting as the students would read their hand writing in front of the class. The Author requested a volunteer for the final activity, but no one was willing to step forward. As a result, the author named them one by one. Due to time constraints, not all students were able to read their work in front of the class. The author then turned in all of the students' work and ended the class.

From the analysis of the teaching and learning process and the students' writing in the first cycle, the implementation of writing simple descriptive paragraph through modeling did not give

satisfactory result on the improvement of students' writing skill. Therefore, the implementation of the action plan was still needed to be improved so the criteria of success of this research could be achieved. Finally, the average score of students' ability in writing descriptive paragraph through modeling obtain in the first cycle was 63,30 and there were 43% or 10 from 23 students got the score greater than or equal 65. Therefore the action of the research was completed accordingly.

Data Presentation of the Second Cycle

Pre-writing was the subject of the first meeting. The author started the lesson by verifying the absences of the students and outlining the instructional goals that would be met. Following that, the author informed the students that they would address animals in the same way they had in the first cycle. Furthermore, author showed a picture to the students. Then, author wrote a model of how to brainstorm the pictures performance in the white board. Then, based on the model given, author asked the students to brainstorm the performance of their selected pictures before as they knew. Author also gave a list of words related to the theme. Five minutes before bell rang, author then asked the students to do homework to arrange some list of their chosen pictures' performance. Author also reminded the students to write down their title. Lately, author closed the lesson.

"My Bir

I have a bear. It is name is nana. It has a ball eye small. It has no small. It has nose small. It has four foot. And it also has body big. It also has foot whu thick. It has a pairs of rounded eyes. it has black furs. It has four legs. it also fingers. like oher bear it has a sharp nails."

The second meeting was focused on drafting. Author started the activities by checking the students' attendance and describing the instructional objectives that would be achieved. After that, author asked the students to show their homework. Author continued the lesson by asking a volunteer to write their brainstorming as they did as homework in the whiteboard as a model to be discussed together.

Some students began to understand the model of writing simple descriptive paragraph through modeling. The students showed a great enthusiast to develop their listing word. However, some students still faced some problems, but author and the collaborative teacher helped the students to settle the problems. Five minutes before bell rang, author asked the students to correct their draftings as well as the model shown before.

My Lion

I have a lion I name hirrocky. It is is male lion. It has lightyeellowskin hair. It has a pairs of rounded eyes and sharp. It also has two small eyears but his nose is big. Like other lion, it also has a small mounth. And beard. It also has four legs. every finger has a sharp nails.

The third meeting was focused on revising. In this meeting, author began the lesson by explaining the instructional objectives and describing the activities that would be done in that meeting. The author explained what they should do in this activity. Author asked the students to show their homework in their table. Author told them that many of them made many mistakes in spelling, coma, word order, and conjunction. Author then asked one of the students to write her writing on the whiteboard as a model to be revised together. Author then asked the students to observe carefully the model showed in the white board, and asked them to revise their draft as the model shown. When all students knew what they had to do, author asked them to work pairs. Author asked the students to exchange their writing and gave suggestion to each other. Meanwhile, author checked the students' activities by walking to their table and giving comments. Author also suggested the students to look dictionary if they found some misspelled words. Afterwards, author asked the students to write their final writing. During this time, every student had three final writings based on their chosen pictures in the first meeting.

My Elephant

I have a elephant. I name his bolang. It is a brave elephant. It has elephant tust and ears is wide, but, his eyes is small. It also has four legs and it hasa a mounth

As same as in the first cycle, the fourth meeting in the second cycle was focused on publishing. Author began the lesson by explaining the instructional objectives and describing the activities that would be done in that meeting as the students would read their handwriting in front of the class. In the final activities, author asked the students to read their writing in front of the class. Therefore, author then called them one by one. Due to the time limitation, not all students could read their writing in front of the class. Author then submitted all students' writing and closed the lesson.

Discussions

In the first cycle the data of this analysis were obtained from the observation authoret and the analysis of the teaching and learning process. The data were about the students' and the teacher's activities in the class. To get additional information, the author also conducted an interview to both the collaborative teacher and the students.

In the terms of the students' activities during the teaching and learning process, it was found out that in the first meeting, most of the students did not implement all activities. It happened because the author did not perform the activities well. In this case, only half of the students made a list and chose three pictures but sometimes they only made one topic as their topic and decided their topic directly without making a list and chose one topic as their topic.

Finally, it was also found out that the students still faced some problems in following the teaching and learning process. This was caused by some factors. First, most of the students did not understand the instructions since the teacher's voice was not so clear. Second, the students also did not have sufficient vocabulary. Therefore, they still had difficulties in expressing their ideas.

This problem became worse because only half of the students had dictionaries. Disturbed their friends by but towing it during the activities. Furthermore, even the students who had a dictionary still faced difficulties in initiating English words in the dictionary. The last, some students did not pay attention to their desk mates' suggestion or comment. Related to the students' responses in the teaching and learning process, some students were shy to answer the teacher's question. They also were not enthusiastic in doing their writing since they assumed that writing was hard to do.

When the author asked them to give suggestion or comment especially in revising and editing stage, they only gave a very short comment. In the terms of the teacher's activities during the teaching and learning process, it was found that the author did not explain the topic in loud voice. Thus, the students also did not do it or only few students did it. The teacher's instruction and explanation often were not clear and hard to be understood. As a consequence, the students often asked for clarification. The author also did not care whether the students paid attention to the lesson or not. The author continued the lesson without giving response to the students who made noise or talked about something irrelevant to the lesson.

The research collected and analyzed the students' writing from the first cycle on the basis of the marking scheme that had been provided. As it was mentioned in chapter III, the marking scheme used to score the students' writing was the scheme which was adapted from Heaton (1990: 109), which was adjusted to the level of the SLTP students. The score of students had achieved the criteria of success. It meant that the students' score in writing should be greater than or equal to 65, the author was still unsatisfied because some students only cheated their friends' ideas or imitated the model. There were also some mistakes found in the students' writing.

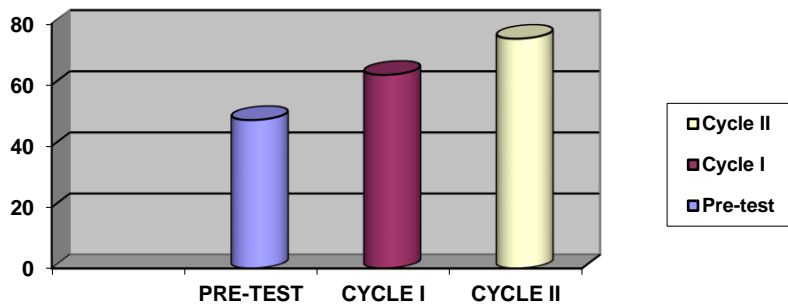
In the second cycle, showing and discussing some animal pictures as of the activities in the first cycle was reflected by giving time to the students to brainstorm the kinds of the performance of their own selected pictures as they knew and asking as many question as possible to dig the students' prior knowledge. It could be estimated from the students' response in answering the questions enthusiastically. It was also reflected on their questions and answer used to develop their topic. The data showed that 83% or 19 students could develop their drafts based on the questions and answers they had made.

Generally, the students' and the author's performance during the teaching and learning process was done appropriately. It was found that each activity had been set and done well by the author and the students on basis of the lesson plan. When the author gave explanation or instruction, most of students could understand it. It could happen because in the first time, the author explained the instruction in English then translated it into Indonesia. The author also could raise her voice so that the whole class could hear the explanation of the instruction.

As in the first cycle, the author analyzed the students' writing based on the marking scheme that had been provided. The score of students' writing in the second cycle can be seen on Appendix. Based on the students' score, it can be concluded that the application of writing simple descriptive through modeling in the second cycle on the teaching and learning writing had achieved the criteria

of success in which the mean score obtained in this cycle was 83% or 19 students got score equal or greater than 65 or reach criteria of success.

The result of this research also showed modeling as technique can improve students' competence in writing skill it the second year of MTS Negeri Kolaka. It can be seen from the average score of the improvement of the students' writing simple descriptive paragraph through modeling increased which was shown in the first cycle was 43 percent or 10 of the students got the score greater than or equal to 65. Meanwhile in the second cycle, the average score of the students' writing simple descriptive paragraph through modeling ability was 75,13 there were 83% or 19 of the students could achieve the criteria of success, the improvement of the students' writing simple descriptive paragraph through modeling ability can be seen in figure below:



CONCLUSION

Referring to the findings and group of this research in previous chapter, it can be concluded that modeling can improve the students' ability in writing descriptive paragraph at the first year of MTS Negeri Kolaka. The improvement is supported by some evident. First, the average score that the students was 58,04 or 15 students or 50 % in the first cycle got score greater than or equal 65 and 77,56 or 25 students or 83 % in the second cycle. Second, the students were actively involved in the teaching and learning process. It can be seen from the result of analysis of observation authoret was 3.6 in the first cycle. It belongs to enough categories. It improves to be 4.4 in the second cycle and it belongs to good category. Next, modeling is a wise solution to be employed as one of technique in writing descriptive paragraph teaching and learning process and also modeling can be the alternative solution to improve writing descriptive paragraph ability of the students of junior high school as modeling can gave students direction and guiding on the way to brainstorming idea, drafting, revising and publishing the students hand writing.

Based on the conclusion of this author the author suggests some points. Firstly, modeling can be employed to improve the students' writing descriptive paragraph ability. Secondly, it is suggested that the English teacher could apply modeling as one of the alternative technique that can be used in the teaching of English to all skills especially writing descriptive paragraph. Finally, as Classroom Action Research (CAR) is used in this study as it is one of the good techniques to collect data of the research because the author can be an actor in implementation of the research. So by Classroom Action Research, the author can be the teacher and her or his collaborator as an observer. The further research can be conducted in other design and subject like experiment design and in Senior High School students even to University students.

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