

THE EFFECT OF LEARNING CYCLE MODEL IN WRITING NARRATIVE TEXT

Srimaharani Tanjung¹, Melwan Ady Rezki Harahap², Naomi Angelina Simatupang³

Institut Pendidikan Tapanuli Selatan

nanitanjung34@gmail.com

email : naomiangelinasimatupang@gmail.com

Abstract : The purpose of this research to know 1) the application of learning cycle model on students' writing narrative text, 2) The students' writing narrative text before and after using learning cycle model, 3) whether there is any significant effect of learning cycle model on students' writing narrative text. This research used experimental model with the pre-experimental design by using one-group pretest and posttest design. The sample of this research is 22 students of class VIII-U by using purposive sampling. In collecting the data, the researcher used observation sheet and test. The result of the research are 1) application of learning cycle model was 3.25 (good category), 2) the average score of students' reading comprehension of analytical exposition text before and after using learning cycle model is 37 (fail category) and is 72 (good category), 3) The results of the analysis show that t_{test} is greater than t_{table} . ($7.22 > 2.08$). So, the hypothesis is accepted. It means that there is any significant effect of learning cycle model in writing narrative text for class VIII-U students of SMP Negeri 1 Andam Dewi.

Key Word: Writing Ability, Narrative Text, Learning Cycle Model

Abstrak : Tujuan penelitian ini untuk mengetahui 1) penerapan model learning cycle terhadap kemampuan menulis siswa teks narasi, 2) kemampuan menulis siswa teks narasi sebelum dan sesudah menggunakan model learning cycle, 3) apakah ada pengaruh signifikan model learning cycle terhadap kemampuan menulis siswa teks narasi. Penelitian ini menggunakan metode eksperimen dengan desain pre-experimental design dengan menggunakan one-group pretest and posttest design. Sampel penelitian ini adalah 22 siswa kelas VIII-U dengan menggunakan purposive sampling. Dalam mengumpulkan data, peneliti menggunakan lembar observasi dan tes. Hasil penelitian ini adalah 1) penerapan model learning cycle sebesar 3,25 (kategori baik), 2) nilai rata-rata pemahaman membaca siswa teks eksposisi analitik sebelum dan sesudah menggunakan model learning cycle adalah 37 (kategori gagal) dan 72 (kategori baik), 3) Hasil analisis menunjukkan bahwa thitung lebih besar dari ttabel. ($7.22 > 2,08$). Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan model learning cycle terhadap kemampuan menulis teks narasi siswa kelas VIII-U SMP Negeri 1 Andam Dewi.

Kata Kunci: Kemampuan Menulis, Teks Narasi, Model Learning Cycle

I. INTRODUCTION

Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspects of students expression at higher stage. The students still have a low capability in writing narrative text. For example in SMP Negeri 1 Andam Dewi. There are many students still weak in English mainly in writing narrative text. It can be seen from the students' writing narrative text score that have been observed by the researcher and also give a writing test as the pre-test at the eighth grade of SMP Negeri 1 Andam Dewi in February 2021. The pretest was about writing narrative text. In this case the researcher find the score of pretest in writing narrative text from 22 students the researcher get the average score only 40, meanwhile they are expected to get 65. It means that students at the eighth grade of SMP Negeri 1 Andam Dewi have low capability in writing narrative text.

There are some efforts that has done by teacher to increase students' writing narrative text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson. However, in fact it

does not get positive respons from student in the learning process. Students still not interest to follow the lesson they still difficult to write the text. It becomes a problem and if this problem do not solve, it will make students' ability especially in writing narrative text is low. To increase their ability in writing narrative text, they should understand about element of narrative text such as, social function, generic structure, and language features.

From the description above, the researcher is interested in conducting research on how to attract students to take part in learning, especially in writing narrative text. There are actually many strategies that can be used in learning narrative text, such as inquiry model, jigsaw model and learning cylce model. In this research the researcher will focus on learning cycle model.

Learning Cycle is a learning model that can encourage students to actively participate in learning. It can make students comfortable and motivated in joining the learning. So, the researcher hopes by using this method of teaching, the students will be more active in studying especially to increase their writing narrative text.

1. Definition of Writing Narrative Text

Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students expression at higher stage. Richards and Renandya (2002: 303) in Ratnaningsih (2016: 3) "writing is the most difficult skill for second language learners".

Next, Wahidi (2009: 16) "narrative text is a text focusing specific participants". Then, according to Djuharie (2007: 41) "narrative text is kinds of text about story of legend and resolution to amuse and to give entertain to readers".

Based on some of the above definitions, the researcher can conclude that the narrative text is a text in the form of a story or fairy tale in which there is a problem and solution and the purpose of the text narrative is to entertain the reader.

2. Indicators of Writing Narrative Text

Jacobs et al (19981) in Baso (2016) there are five significant elements of writing, they are:

- 1) Content: in order to have a good content of writing, its content should be well unified and completed. The term usually known

as unity and completeness, which become the characteristics of the good writing.

- 2) Organization: the process of organization material in writing involves coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern
- 3) Vocabulary: one of requirement of a good writing always depends on the effective use of words. In personal description, word play a dual role: to communicate and to evoke, to let the readers to perceive and feel.
- 4) Language use: language use writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, nouns and agreement. Specific nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifier of adjectives, adverbs, and participle form.
- 5) Mechanics: the use of mechanics is due to capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the researcher means to express definitely.

Djuharie (2007: 41) there are 4 elements of rubrics for paragraph writing, they are:

1. Orientation: is part of text give setting or opening about narrative.
2. Complication: is parts of text to inform about the conflict in narrative.
3. Resolution: is parts of text to describe about the reaction to solve the problem.
4. Coda: is describe reflection or evaluation the conflict about narrative.

Learning Cycle is a learning model that can encourage students to actively participate in learning This model is expected to make the classroom atmosphere pleasant and test student's understanding and cooperation in completing their assignments. According to Ngalimun (2014: 145) "LC is a series of activity stages organized in such a way that learning can master the competencies that must be achieved in learning by taking an active role".

From the above explanation, the researcher concludes that cycle learning model is the application of this learning model can increase

learning motivation so that they take more initiatives in these learning activities.

II. METHODOLOGY OF THE RESEARCH

Methodology is the way, system, rule or procedure that must be followed by a researcher in finishing the research activity. According to Sugiyono (2014: 3) methodology of the research is scientific way to collect the data with certain aim and use. Furthermore, Ranguti (2016: 14-16), there are some kinds of research methodology, they are survey, ex post facto, experimental research, naturalistic, policy research, action research, evaluation, historical research, and development research. Based on opinion above, the researcher used experimental method because the method is very suitable to find out the cause effect relationship between two factors. Based on explanation above the researcher concludes that experimental research is the method that used to find cause and effect of variable in controlled condition. This study applied the Pre-experimental design by using One-group Pre-test Post-test design, the researcher wants to find out whether any significant effect of learning cycle model on students' writing narrative text.

The population in the research is all of the students at the eighth grade of SMP Negeri 1 Andam Dewi are 163, and sample are 22. To taking the sample, the researcher used purposive sampling.

Instruments is a tool that is used by researcher to collecting data in order to make it easier and result of the research is more complete. According to Sugiyono (2009: 148) instrument of the research is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables.

III. RESULT

Researcher conducted pretest about writing of narrative text in class VIII-U SMP Negeri 1 Andam Dewi. The researcher have been got score it, the researcher showed the result of the research. The result of learning cycle model in writing narrative text is the data of the research. Then, the researcher described the data calculated by using statistical process. which got from the observation sheet about the application of learning cycle model can be seen from 8 aspects observed by the observer the total score got score 26 and mean 3.25 it was good. The test which gave by the researcher to measure the students' writing narrative text before and after using learning cycle model. The highest score before and after using learning cycle model was 60 and 80. The

lowest score before and after using learning cycle model was 20 and 40. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

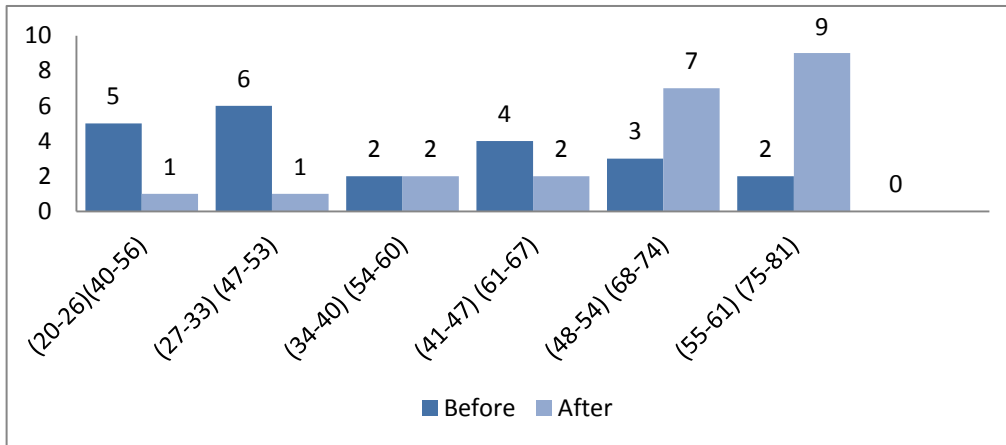


Figure 6: Histogram of Students' Writing Narrative Text Before and After Using Learning Cycle Model

IV. DISCUSSION

Based on the the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 7.22 . while , the samples were 22 students. From the calculation above, it can be known that t_{test} was 7.22 and t_{table} is known as number 2.08 at 5% significant level with degree of freedom (df) $22-1 = 21$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It was found that t_{test} was bigger than t_{table} ($7.22 > 2.08$).

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of model learning cycle on students, in writing narrative text at the eighth grade of SMP Negeri 1 Andam Dewi is 3.25 it is categorized "Good", The students" writing narrative text before and after using learning cycle model at the eighth grade of SMP Negeri 1 Andam Dewi before is 37 categories "bad" and after is 72 categories "good". So, there is a significant effect of using learning cycle model on students" writing narrative text. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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