THE EFFECT OF CIRCUIT LEARNING MODEL ON STUDENTS IN WRITING NARRATIVE TEXTABILITY AT THE EIGHTH GRADE STUDENTS' OF SMP NEGERI 1 ANDAM DEWI IN 2021/2022 ACADEMIC YEAR

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Abstract: The purpose of this reserch to know 1) The application of circuit learning model on students' writing narrative text, 2) The students' writing narrative text before and after using circuit learning model, 3) Whether there is any significant effect of circuit learning model on students' writing narrative text. This reserch used experimental model with the pre-experimental design by using one-group pretest and posttest design. The sample of this rserch is 22 students' of class VIII U 5 students, VIII A 5 students, VIII B 6 students, VIII C 6 students by using random sampling. In colecting the data, the researcher used interview and test. The result of the reserch are 1) application of circuit learning model was 3.30 (good category), 2) The average score score of students' writing narrative text before and after usinf circuit learning model is 23 (bad category) and is 80 9good category), 3) The result of the analysis show that t_{test} is greater than t_{table} (8.44 > 2.08). so, the hypothesis is accepted. It means that there is any significant eefect of circuit learning model in writing narrative text for class VIII U 5 students, VIII A 5 students, VIII B 6 students, VIII C 6 students' of SMP Negeri 1 andam Dewi.

Key Word: Writing Narrative Text, Circuit Learning Model

Abstrak : Tujuan penelitian ini mengetahui 1) penerapan model pembelajaran circuit terhadap kemampuan menulis siswa teks narasi, 2) Kemampuan menulis siswa teks narasi sebelum dan sesudah menggunakan model pembelajaran circuit, 3) apakah ada pengaruh signifikan model pembelajaran circuit terhadap kemampuan menulis siswa teks narasi. Peneliti ini menggunakan metode eksperiment dengan desain pre-experimental desain dengan menggunakan one-group pretets dan posttest. Sampel penelitian ini adalah 22 siswa dari kelas VIII U 5 siswa, kelas VIII A 5 siswa, kelas VIII B 6 siswa, kelas C 6 siswa dengan menggunakan random sampling. Dalam mengunpulkan data, peneliti menggukan lembar interview dan tes. Hasil penelitian adalah 1) penerapan model pembeljaran circuit sebesar 3.30 (kategori baik), 2) nilai rata-rata pemahaman menulis siswa teks narasi sebelum dan sesudah menggunak model pembelajaran circuit adalah 23 (kategory gagal) dan 80 (kategori baik), 3) hasil analisis menujukkan bahwa t_{hitung} lebih besar dari t_{table} (8.44 > 2.08). jadi hipotesis diterima. Artinya ada pengaruh yang signifikan model pembelajaran circuit terhdap kemampuan menulis teks narasi siswa   kelas VIII U 5 siswa, kelas VIII A 5 siswa, kelas VIII B 6 siswa SMP Negeri Andam Dewi.

Kata Kunci: Menulis Teks narasi. Model Pembelajaran Circuit

I.   INTRODUCTION

Writing is an activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentence and formulation or regulation that use in a language. Writing is an activity to express thoughts and feelings in a written form which is expected to be understood by readers and serves as a means of indirect communication. There are many types of texts studied at the junior high school level, namely procedure text, report text, descriptive text, narrative text, review text, anecdote text, et all. However, the researcher the narrative text. Narrative text is a retelling of an imaginative (imaginary) and a legend in an order or systematic manner. This text is which says about of legend, imaginative, and systematic manner.

However, students at the eighth grade of SMP Negeri 1 Andam Dewi, got difficulty in write their idea in narrative text. This case can be seen from observation and pretest when researcher conducted the preliminary data. They got average score 50, meanwhile the English criteria of minimum learning mastery is score 77. For now, researcher have not found result in line with expectation.

Many students at the eighth grade students of SMP Negeri 1 Andam Dewi are not successful in writing narrative text. They still difficult to

determine the topic, difficult to arrange good sentence because lack of grammar, lack vocabulary, lack of self-confidence, lack of students, lack of schools facilities, change of curriculum and the lack of innovative model and creative.

There are a lot of that have conducted by teacher to students writing narrative text, such as prepare teaching material, complete the school facilities, giving motivation, suitable technique to increase the students ability.

Based on the explanation above, the researcher try to use circuit learning model to increase students writing narrative text ability. Thus, the title of this research is "The Effect of Circuit Learning on Student Writing Narrative Text Ability at the Eight Grade of SMP Negeri 1 Andam Dewi 2020/2021 Academic Year".

1. Definition of Writing Narrative Text

Writing is an activity to share idea, opinion, advice for the reader by using alphabet, word, phrase, sentence and formulation or regulation that use in a language. Writing is an activity to express thoughts and feelings in a written form which is expected to be understood by readers and serves as a means of indirect communication. Chakraverly in Hafizh (2000:2)

says, Writing is an important part of language learning which is essentially a reflective activity that requires enough time to think about specific topic, to analyze and to classify any background knowledge.

Narrative text is a type of text in the form of fantasy stories, fabricate true stories, or fairy tales. Narrative text tells a story that has a chronological sequence of events that are interconnected. The purpose of narrative text is to entertain the reader. According to Djuharie (2007:41) says, Narrativetext is a type of text in the form of a story or fairy tale that aims to entertain readers. What is commonly narrative text are objects, living things and plays

Based on some definition above researcher can conclude that writing narrative text is tells a story that has a chronological sequence of events that are interconnected to entertain the reader. Writing help students to develop their ideas, and encourage to focus on accurate language use.

2. Indicators of Writing Narrative Text

Jacobs et al (1981) in Baso (2016:3) says, concluded that 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 unifed and completed. The term usually known as unity and completeness, which become the characteristics of the good writing.

The main idea has to be explained and develop fully, completeness is the controlling ideas, which developed thoroughly by the use of particular information. Unity means that every parts of the sentences contribute to one principle, unifying thought.

2. Organization: The process of organization material in writing involves

3. coherence, order or importance, general to specific, specific to general, chronological order and spatial pattern.

4. 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 avoke, to let the reader use to perceive and feel.

5. Language: Language use writing involves correct usage endpoints of grammar. There are many points of grammar, such as verbs, nouns and strong verbs give a reader a mental image of description. These specific nouns can be characterized by using modifierof adjectives, adverbs, and participle form.

6. 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 writer means to express definitely.

According to Brown (2001) in sri Sarwanti (2015:23) stated that there are five significant components of writing. They are:

1. Content: There at least two things which can be measured in connection with content; the points that are presented and formal signal given the reader to guide in understanding the topic fully.

2. Organization: The process organizing materials in writing involves coherence, importance, general specific, specific to general, chronological order and special order pattern.

3. Vocabulary: Vocabulary is one of the language aspect dealing with the process of writing. The process of writing is the process when the writer always think about putting words into sentence and then putting sentence into paragraph until they can create a piece writing.

4. Language use: For language use in writing procedure text and other form of writing, it involves correct usage and points of grammar or structure. Grammar is one of important components in writing. It governs utterance that we produce to be right and orderly. Therefore, it also has great influence in the quality of writing.

5. Mechanics: Mechanics of writing deals with capitalization, spelling, and punctuation.

Circuit learning 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 students' understanding and cooperation in completing their work. Shoimin (2016) in Rahmah (2019:63) says, "circuit learning model is to maximize and seek empowerment of thoughts and feelings by adding and repeating patterns".

From the above explanation, the researcher concludes that circuit learning model is student centered capital so that they can empower their thinking about learning and make a story in their own language and the teacher will complement the language that students' have made so that a pattern of adding and repeating is created.

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 (2019:2) the research method is a scientific way to about data for specific purposes and use. Next, Rangkuti (2016:13) says that research method is a scientific way to obtain valid data with the aim of being found, developed or proven, certain knowledge so that in turn can be used to understand, solve, and anticipate problems in certain fields. In this case,

the research approach will be conducted by using quantitative researchwith experimental method. According to Sugiyono (2019:72) says "Experimental is the research method used to find the effect of certain treatments on others under controlled condition". In this case the researcher uses one of pre-experimental design namely one group pretest posttest design.

The population in the research is all of the students at the eighth grade of SMP Negeri 1 Andam Dewi are 155, and sample are 22. To taking the sample, the researcher used random 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. Arikunto (2010: 203) says "that instrument of the research is a tool or facility which is used by the researcher in collecting data in order to get easier process and better result, in brief definition, complete and systematic so was easier to be analyzed".

III.   RESULT

Researcher conducted pre-test about writing narrative text in class VIII SMP Negeri 1 Andam Dewi. The researcher have been got score it, the writer showed the result of the research. The result of using student facilitator and explaining method on students' degree of comparison mastery is the data of the research. Then, the researcher described the

data calculated by used statistical process. The result obtained from the analysis of interview about how the researcher apply circuit learning model in teaching writing narrative text at the eighth grade of SMP Negeri 1 Andam Dewi from 13 aspect that observed in the circuit learning model, the researcher got the total score was 3.30 it was categorized ''good''. The test which gave by the researcher to measure the students' writing narrative text before and after using circuit learning model. The highest score before and after using circuit learning model was 64 and 80. The lowest score before and after using circuit learning model was 23 and 50.

IV.   DISCUSSION

Based on the result of research that have been done in the research, researcher was found the result of the research of t_{test} was 8.42. While, the samples were 22 students'. From the calculation above, it can be known that t_{test} was 8.42and 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 score are compared. It was found that t_{test} was bigger than t_{table} (8.42>2.080).

CONCLUSION

Based on the result of this research, in chapter IV the researcher can conclude that the application of circuit learning model on students' writing narrative text at the eighth grade of SMP Negeri 1 Andam Dewi is 3.30 it is categorized "good". The students' writing narrative text before and after using circuit learning model at the eighth grade of SMP Negeri 1 Andam Dewi before is 23 categories "bad" and after is 80 categories "good". So, there is a significant effect of using circuit learning model on students' writing narrative text. It means that t_{test} is higher than $t_{table.}$ inother word, hypothesis is accepted.

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