



Improving Students' Motivation in Writing Procedure Texts Through Memory-Related Strategy

Sri Wigatiningsih ✉

SMP Negeri 1 Larangan Kabupaten Brebes

Info Artikel

Sejarah Artikel:

Diterima Februari 2016

Disetujui Maret 2016

Dipublikasikan November 2016

Abstrak

Penelitian ini bertujuan meneliti hubungan motivasi siswa dalam menulis teks prosedur dengan strategi mengingat. Formula masalah dalam penelitian ini adalah: (1) apakah sesungguhnya masalah yang dihadapi oleh para siswa?; (2) bagaimana strategi mengingat diterapkan pada siswa?; (3) bagaimana strategi mengingat dapat meningkatkan motivasi siswa dalam menulis teks procedure? Penelitian ini adalah penelitian tindakan kelas. Subyek penelitian ini adalah siswa SMP Negeri 1 Larangan kelas tujuh yang terdiri dari 38 siswa. Penelitian ini terdiri dari tiga siklus. Instrumen data; lembar pengamatan, kuesioner, dan teks procedure siswa. Data dianalisis secara kualitatif. Pada pra siklus, motivasi siswa dalam menulis rendah. Selanjutnya pada siklus 1, motivasi siswa meningkat, cukup. Dan pada siklus 2, motivasi menjadi baik. Peningkatan pada motivasi siswa tercermin pada pencapaian hasil menulis siswa. Nilai menulis siswa meningkat dari pra siklus ke siklus 1 dan siklus 2. Kesimpulan menyatakan bahwa penggunaan strategi mengingat dapat membuat siswa menikmati aktivitas menulis.

Kata Kunci: Menulis, Strategi Mengingat, Motivasi

Abstract

This study was to investigate the memory related strategy in relation to students' motivation in writing procedure texts. The problems statement were formulated as follows: (1) what problems were faced by the students?; (2) how was Memory-related Strategy be implemented by the students?; (3) how could Memory-related strategy improve students' motivation in writing procedure texts? The design of the research was a Classroom Action Research. The subjects of this study were the seventh grader of SMP Negeri of 1 Larangan which consists of 38 students. This study was implemented in three cycles. The instruments used to collect the data were observation sheet, questionnaire, and students' product. The collected data were analyzed qualitatively. The score of students' writing improved from pre cycle to cycle 1 to cycle 2. It can be concluded that the use of memory related strategy was able to make the students enjoy the writing activities.

Keywords: Writing, Memory-Related Strategy, Motivation

copyright © 2016 UniversitasPancasaktiTegal (ISSN 1858-4497)

✉ Alamat korespondensi:

SMP Negeri 1 Larangan Kabupaten Brebes

JL. Raya Barat Larangan Kabupaten Brebes Kodepos : 52262

Email Penulis:

sriwigatiningsih@ymail.com

INTRODUCTION

Motivation is one of the factors in successful learning. In English teaching learning process, motivation becomes the issue for the teachers. Students' motivation becomes a major attention for them, because it reflects for the effectiveness of teaching learning process. According to Reid (2007: 14) motivation should be intrinsic-that is, a learner is self-motivating. To achieve it students need to have a desired goal to succeed. Teacher's effort to encourage students' motivation can be implemented in a certain strategy. It means that teacher must create interesting ways in the teaching learning process and appreciate in students' hard-working.

Writing is a form of language competence that should be mastered by English learners besides listening, speaking, and reading. Writing is a process that helps the students develop their ideas and logical thinking. Principally, to write means to try to produce a written message. Because of these facts, it is necessary for teachers and students to master skill well as writing plays a very important role in many processes including teaching and learning processes. Mastering writing skill seems the most difficult skills among others.

According to the initial condition In the study conducted by Rizal (2010), it was found that most of the students were unable to express their ideas in a good paragraph. They made a number of mistakes in their writing in terms of content, language use, and mechanics. Another study was done by Kusumaningsih (2008) in her study reported that students made grammar and vocabulary error.

Those problems also happen to the students of State Junior High School of 1 Larangan (SMP N 1 Larangan). Based on the preliminary study at State Junior High School of 1 Larangan, the researcher found that generally, English is taught integrated but the focus is on one skill, reading skill. The teachers often provide the teaching of writing skill. It becomes low skill and influences the quality of students' motivation in writing. The result, the

students will get difficult in expressing the ideas, thoughts, and feelings. However, in the real teaching and learning process, writing is considered a boring activity especially by Junior High School students who have been accustomed to LKS (Student Worksheet). They have to just fill in the blanks, answer the questions, and rearrange jumbled paragraphs in spite of writing their own ideas based on certain topics. These arises students' low motivation in the learning process besides makes them difficult in expressing and organizing the ideas. Actually, a gap between students' needs and interests, and exam board requirements is emerging with students becoming less interested in written communication which in turn was leading to lower retention (Blackmore-Squires, 2010: 19). When students had low motivation it meant that between their needs and interests were emerging.

It needs certain strategy to overcome the problems. According to Scarcella and Oxford (1992, p. 63) in Celce-Murcia (2001, p. 359) that strategies are specific actions, behaviours, steps, or techniques used by students to enhance their own learning. When the teacher chooses strategies that fit to the students in learning English easily, this strategy becomes a useful and purposeful device for teaching learning process. There are six types of learning strategies; cognitive, metacognitive, memory related, compensatory, affective, and social strategies (Oxford 2001, p. 359). From those strategies, the writer is interested in memory related strategy to improve students' motivation in writing procedure texts. Memory-Related Strategy is considered helpful to improve students' motivation in writing procedure text. This strategy helps students to improve motivation in writing procedure texts well since it provides interesting and meaningful teaching learning process. Besides, it actually gives students an easy way to memorize, think, express, and write their ideas into good texts.

In order to clarify the problem, the researcher had formulated; (1) What problems

were faced by the students in writing procedure texts?; (2) How was Memory-related Strategy be implemented by the students in writing procedure texts?; (3) How could Memory-related strategy improve students' motivation in writing procedure texts? The objectives of the research were; (1) To describe the problems face by the students in writing procedure texts; (2) To explain how the Memory-Related Strategy be implemented by students in writing procedure texts; (3) To explain how the Memory-related strategy improve students' motivation in writing procedure texts.

Gardner (1998:1) states that motivation involves four aspects: a goal, an effort, desire to attain the goal and a favorable the attitude toward the activity. Writing involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly (Harsyaf: 3, 2009).

Procedure is a factual text designed to describe how something is accomplished through a sequence of actions or steps. The text structures consist of goal that followed by a series of steps oriented to achieving the goal. Procedure text is showing how something is made or operated. The purpose according to curriculum (2004) is giving instruction in doing something sequently. Generic structure of the text consists of purpose, materials and methods. The strategies help learners link one L2 item or concept with another, but do not necessarily involve deep understanding. Various memory-related strategies enable learners to learn and retrieve information in orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., Total Physical Response), mechanical means (e.g., flashcard), or location (e.g., on a page or blackboard). This strategy has been shown by Kato (1996) in Celce-Murcia (2001:

363) to relate to L2 proficiency in a course devoted to memoryizing large numbers of Kanji characters and in L2 courses designed for native-English-speaking learners of foreign languages (Oxford and Ehrman, 1995 in Celce-Murcia, 2001).

Media is very useful in learning the English language. Teachers and students are helped by using media to achieve the learning goals. So, the teachers should apply the media in teaching - learning activities. According to Mulyana (2003) classified the instructional media for teaching language into : (1) visual media, (2) audio media, and (3) audio-visual media. Flash cards belong to visual media. It is series of cards that can be words, phrases, sentences, or pictures. This media can help students to achieve the goal and help teacher to make teaching learning process be more active.

METHOD

This study is a classroom action research. The class room action research is a collaborative method to find out what works best in a class in order to improve students learning. The design of this research is based on the spiral model suggested by Kemmis and Mc Tagart (Cohen 2007: 298)

Action research is a form of collective self- reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of the own social and educational practices, as well as understanding of these practices and the situation in which these practices carried out.

According to the statement above that an action research is study held by the teacher of the class to improve the quality of teaching learning process. The collaborator helps the process to support the data needed.

There were some reasons why the researcher used classroom action research in the study. First, the writer tried to find the solution of the problems finding in preliminary study significantly. Second, she wanted changing the practice in teaching learning in the classroom. So far the writer taught in State Junior High School of 1 Larangan, English

teachers have never used memory related strategy using flash cards as media in teaching English. Then, the writer considered the solutions when it was applied might not be going as planned, but she tried to do it effectively so that the solution might give a better and more functional solution.

The subjects of the research were students of the seventh grader of Junior High School of 1 Larangan in second semester in the academic year of 2012/ 2013. The class consists of 38 students. They can provide the information to address the purpose of this research (Cohen, Manion and Marrison, 2007). The aim of the study is to improve students' motivation in writing procedure text trough Memory-related strategy using flash cards.

This study held in January to June 2013, in the seventh grade A of SMP Negeri 1 Larangan. Stated by Kemmis and Tagart (1998) cited in Cohen (2007: 108) that action research is participatory: It is research through which people work toward the improvement of their own practices. The researcher has been teaching there since 2003, she would like to improve her own practices. To conduct the research, be more accessible.

The research was conducted from January 2013 up to June 2013. The first activity was preliminary observation, the second was for the researcher to write the proposal, the third was drafting the instrument, the fourth collected the data by doing the action, and the last analyzed data and wrote the report. Time schedule of the research can be seen in the appendix 1.

It was done on February 18th, 2013. Based on the test, the researcher identified the problems. On this case the learning problems of the students were writing. There were some indications, which showed the poor ability in writing. Firstly, they had difficulty in writing procedure text which was implicated when the teacher asked the students to rearrange jumbled words into good imperative sentence . Secondly, they had difficulty in finding the topic or idea. Thirdly, they had problem in

recalling vocabulary items. Finally, there were frequent capitalization, punctuation, and grammatical errors. Then the writer gave questionnaires to the students to get the causes of the problem. The results of the questionnaires was they had only limited vocabulary, some of the students was boring and had low motivation in writing, there was no media to support and motivate them in writing, and time for writing was limited. Because of these reasons, they bacame unmotivated and had low interest in writing.

The students had problems, especially their low motivation. They were not active and creative during classroom learning process. Some of them often chatted each other and did unimportant things.

In conducting this research, the researcher used qualitative data. The data were taken from some sources; (1) Observation: The observation was conducted to cover the process of implementation of memory related strategy using flash cards in teaching writing. The observation notices classroom events and classroom interaction. The researcher was a direct observer who observed the activities accompanied by the collaborative teacher in implementing the strategy. Furthermore, the collaborator observed, evaluated, and suggested the strategy in classroom teaching learning process; (2) Questionnaire: The questionnaire was investigated to get information from students and the collaborator. The information covered the improvement of students' motivation in writing procedure texts; (3) Students' writing product: The document that was collected was in the form of students' the final product of writing. By analyzing them, the researcher got information about the students progress in writing. The researcher analyzed the final drafting of the students to find out the improvement of their achievement through their capability in writing procedure texts based on memory related strategy using flash cards. Students' composition was analyzed based on; content, equipments and materials,

method, language feature and spelling, punctuation, and grammar.

FINDING AND DISCUSSION

Finding

To know the students' progress in this study, the improvement of students' motivation and students' ability in writing procedure texts was presented in the table follows:

Table 4. The improvement of students' motivation in joining writing class

Pre Observation	Cycle 1	Cycle 2
Poor	Fair	Good

The table above describes the improvement of students' motivation in joining writing class from pre observation to cycle 1 and cycle 2. On pre observation, students' motivation in joining writing class was poor it means that the achievement criteria of students' activities was below 5 from 13 checklist of activities. The result indicated that there was something to be improved for the next step. The researcher did the next action, on cycle one, students' motivation in joining writing class was fair it means that there was improvement then pre observation. The achievement criteria of students' activities was 10 from 13 checklist of activities. The result indicated that it needed to be improved for the next step. The researcher needed the next action to overcome students' motivation problem in writing class. On cycle 2, students' motivation in joining writing class was good it means that all students activities improved. The description of students' activities related to observation sheet (see on appendix).

The students' motivation in joining writing class can be concluded that from pre observation to cycle 1 and cycle 2 improved significantly in every part.

Table 5. The improvement of students' writing procedure text

Score	Cycle 1	Cycle 2
Below 70	20	-
70	8	6
Up to 70	10	32

Based on the finding of this study, the improvement of students' writing procedure text from using memory related strategy –flash cards- cycle 1 is 20 students got score below 70, 8 students got score 70, and 10 students got score up to 70. It means that the resercher needed next cycle to get students' improvement to overcome students' writing problem. On cycle 2, none got score below 70 , 6 students got score 70, and 32 students got score up to 70. The result of cycle 2 showed that all students' achievement improved. The researcher decided to stop the cycle on cycle 2 because the minimum of passing grade (KKM) in English subject is 70, and all of the students had achieved it well.

CONCLUSION AND SUGGESTION

It can be concluded that the implementation of memory related strategy using flash cards in the teaching of writing procedure texts could develop the ability and improve the motivation of the seventh grader of State Junior High School of 1 Larangan in writing procedure texts. From the initial condition, the problem faced in the seventh year students of State Junior High School of 1 Larangan was many students were busy with themselves and chatted each other. Few students answered teacher's questions, brought packet books and students' worksheets and dictionaries, gave attention to teacher's instruction, noted teacher information, opened dictionary to find difficult words meaning, was active in the teaching learning process, and did exercises activity writing of procedure text, and "none" asked to the teacher the meaning of difficult words, were active in a small group, were active in using flash cards, and gave comment.

The implementation of memory related strategy using flash cards could develop the writing ability. Based on the finding of this study, the improvement of students' writing procedure text from cycle 1 is 20 students got score below 70, 8 students got score 70, and 10 students got score up to 70. It means that the

researcher needed next cycle to get students' improvement to overcome students' writing problem. On cycle 2, none got score below 70, 6 students got score 70, and 32 students got score up to 70. The result of cycle 2 showed that all students' achievement improved. The researcher decided to stop the cycle on cycle 2 because the minimum passing grade (KKM) in English subject is 70, and all of the students had achieved it well.

The improvement of students' motivation in joining writing class from pre observation to cycle 1 and cycle 2 was: on pre observation, students' motivation in joining writing class was poor it means that the achievement criteria of students' activities was below 5 from 13 checklist of activities. The result indicated that there was something to be improved for the next step. The researcher did the next action, on cycle 1, students' motivation in joining writing class was fair it means that there was improvement then pre observation. The achievement criteria of students' activities was 10 from 13 checklist of activities. The result indicated that it needed to be improved for the next step. The researcher needed the next action to overcome students' motivation problem in writing class. On cycle 2, students' motivation in joining writing class was good it means that all students' activities improved. The description of students' activities related to observation sheet (see on appendix). The students' motivation in joining writing class can be concluded that from pre observation to cycle 1 and cycle 2 improved significantly in every part.

Some suggestions are proposed in relation to the implementation of memory related strategy using flash cards. First, it is suggested for the teachers of State Junior High School of 1 Larangan and the other teachers to use series of flash cards for students to cultivate their ability in writing procedure texts and to motivate students in writing procedure text.

For another research, it is suggested to continue the classroom action research by using memory related strategy using flash cards in the teaching writing text or in the

teaching of other language skills such as reading and speaking.

REFERENCES

- Procedure Paragraph*. Semarang: FBS Unnes.
- Blackmore – Squires. (2010). *An Investigation into the Use of A Blog as a Tool to Improve Writing in the Second Language Classroom*. Manchester :Manchester University.
- Brown, D.H. (2004). *Language Assessment: Principles and Classroom Practices*. London: Pearson Longman.
- Brown, K & Hood, S. (1998). *Writing Matter*. Cambridge: Cambridge University Press.
- Cohen, Louis, Lawrence Manion & Keith Morrison. (2007). *Research Methods in Education*. USA: Routledge.
- Depdiknas. (2006). *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum)*. Jakarta: Puskur, Balitbang.
- Depdiknas. (2006). *Standar Isi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Jakarta: Puskur, Balitbang.
- Celce-Murcia. (2001). *Teaching English as a Second or Foreign Language 3rd Edition*. New York: Heinle & Heinle Thomson Learning.
- Gardner,R.C, Lalonde, R. N, and Moorcroft,R. (1998). *The Role of Attitudes and Motivation in Second Language Learning: Correlational and Experimental Consideration*. *Language Learning*,35,207-227.
- Harmer, J. (1998). *How to Teach English*. Essex: Longman.
- Harsyaf. (2009). *Teaching Writing*. Jakarta: Ministry of National Education.
- Henning,G.(1987). *A Guide to Language Teaching*. Rowley: Newbury House Publishers.

Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.

Jacobson, E., Degener, S. and Victoria, P.G. *Creating Authentic Materials and Activities for the Adult Literacy Classroom*. Cambridge: Cambridge University Press.

Kemmis & Mc Taggart. (1998). *The Action Research Planner*. Geelong: Deakin University Press

Kusumaningsih. (2008). "Improving the Writing Ability of the Students of SMAN I Banjarbaru through Modified Dialogue Journal". *Thesis*, English Language Education, Graduate Program of State University of Malang.

Oxford, R. and Crookall, D.(1989). Research on language learning strategies: Methods, findings, and instructional issues. *Modern Language Journal*, 73, 404-419.

Richards, J.C., (2006). *Materials development and research : Making the connection*. Cambridge: CUP

Richards, Regina G. (2008). *Memory Strategies for Students: The Value of Strategies*. Available at <http://www.ldonline.org/article/5736> / (accessed on 16th March 2013)

Rizal, Syamsul. (2010). "Improving the Writing Skill of the Second Graders of MTs Nahdlatul Wathan 2 Rensing Lombok through the Picture Word Inductive Model Strategy". *Thesis*. English Language Education, Graduate Program of State University of Malang.