Abstract. Action verb has significant effect on pupil’s writing skills of procedures text. This study aims to investigate the use of action verbs at improving pupil’s in writing skill and procedures texts in particularly. Describing of the pupil’s difficulties in writing procedures text, and investigating the effectiveness of action verbs to build up pupils’ ability in writing procedures is the objective of this study. Result figured out that action verbs in writing procedures texts has significantly effect at improving pupils’ ability. Cycle 1 showed 60.45 and cycle 2 showed 80.50. Furthermore, the average. This study concluded that action verbs in writing skills of procedures text can be suggested as an additional solution for the pupils, teachers, education practitioner, and polish maker to whom with enrich their writing skills on procedures text. It is implied that learning procedures text easier after they asked for difficulties in the beginning of class. And, by using this technique, pupils felt easier to express their opinion and write procedures text.

Keywords: Action verbs; Writing skill; Procedures text

Introduction

[1] Basically, as an International language English has four skills, writing, reading, listening, and speaking. Writing is one of the productive skills that must be learned by the pupils of English as a foreign language. Based on national curriculum, the basic goal of writing instructions for SMP pupils are: (1) Improving their language development; (2) giving them personal knowledge of the function of prints; helping them to learn about books and the importance of writing.

In Indonesia, English has become a compulsory subject taught at primary school to university level. It’s has been explicitly state in several official document released by the government.
especially those related to education. The first document is the competent based English curriculum realized by the department of nation education in Indonesia. In this curriculum it is explained that as language which is used by more than half of the world’s population, English has a role as the global language. This language can become a tool to achieve the goal economy, relationship among countries, social cultural process, and education career development for people. Mastering English can be considered a main requirement for the success individual, the society and the nation of Indonesia to compete with other people in the world.[2]

Therefore, English language becomes an essential subject which is needed over the world, so that a student should be achieve English ability in appropriately. It is impossible to behave whether an English teacher still used traditional or conventional method in teaching process. Not only students but also teacher should be adaptive in teaching and learning process in the classroom. For instance, teacher motivated students to be active in writing story, giving extra times to take exercise by their self like peer tutor or learning by doing.

In line with the explanation above, the second years pupils of SMP were introduced several kinds of genre, for instance procedures, descriptive, recount, and report. Each genre has its own characteristic. Pertain with this research pupils in the second years introduced and taught a procedure text, it aims to dig knowledge and amuse them. In contrast, prior investigation at SMPN2 Merauke showed that writing English text still looks difficult and lack interesting for them, however, pupils facing problems as following:[3]

Firstly, the pupils are not motivated in writing English text. Actually, in learning writing pupils should be motivated to make them interested and enjoy in writing the text. If they are motivated, they will get success in their objectives.

Next, sometimes pupil’s case occur in writing English text while writing topics selected by the teacher are not capable with their understanding. For instance, the teacher teaches the text that is not
suitable with the pupil likely topic, content, and language. Consequently, the pupils are bored to read those materials, otherwise they ignore it. [4]

Lastly, strategy used by the teacher do not catch pupils’ interest. Referred on the researcher’s prior investigation with some Junior High School pupils, in writing English text the teachers commonly use conventional technique. The teacher begun to read the text and asked the pupils to repeated the same text clearly. Then, the teacher asks the pupils to answer the questions refer to text is discussing about, it is done until the end of lesson. Consequently, the pupils are bored in writing the text. To know the condition of English teaching learning, the researcher conducted pre observation in class IXC of SMP Negeri 2 Merauke before the action was done. In this pre-observation she found some problems of writing skill. The pupils had the problems in writing a text because they learnt writing without using a good approach and treatment. They were just asked to write a composition based on the topic that had been prepared in the text book. Sometimes, the pupils didn’t understand about a certain instruction of a text for example the generic structure of the text, purposes and the language features of the text. Test was done in order to know the writing skill of the pupils. Refers to the prior study, it can be identified that the writing skill of the eighth grade pupils in SMP N 2 Merauke was still low. It should be improved by implementing a teaching technique which can overcome the problems. In implementing the teaching learning process, the researcher action focused on action verbs-based to improve pupils’ writing skill. The target of this research was the improvement of pupils’ writing skill which concerns more on the generating ideas and organization of text.

Method

The method of the research was Classroom Action Research (CAR) to get data. [6] This method used to know and to see the real condition of the class. An action research was a form of educational inquiry that used real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycles of action. [7] stated that before doing action, there are four stages have been done.

1. Planning
The objectives of this step were expect to see and identify pupil’s true problem during the time of English learning teaching process. It was implied when the do research in each cycle and its improvement based on pupils’ ability.

2. Action Reasearch

It was the actualization of the previous planning to solve the problem. Thus, the technique or method which is given to the students in each cycle.

3. Observation

This step is done when the researcher doing study in the classroom with its aimed to collect data, observe of student’s atmosphere was running well, whether the solution or the taken action was successful, and vice versa.

4. Reflection

For seeing the result of the actions is the meaning or implementation of this step. It is also conducted to build up lack of teaching process to be repaired for the following cycle.

After that, researcher used qualitative to analyse, interpret data result of classroom observation, writing test which obtained as instruments. Writer used this method in order to support data from quantitative analysis to make clear findings and discussion. The data result from qualitative would combine with the quantitative results also. Writer made a complete examines the detailed reports of the students’ perceptions.

Instrument of this study:

1. Test

Traditionally, it goes to assess the progress got by the pupils, a series of test were carried out. The test itself was used to measure the progressing of pupils’ writing ability. The tests were implemented twice, the end of each cycle. By doing this, it was showed or provided us whether pupils got improvement or not.

2. Classroom Observation
In order to support instrument this study, classroom observation is needed to observe of pupils behaviour, motivation, and learning process atmosphere. Classroom observation or learning walks commonly done by the teacher with the goals to see first knowledge of students or how far of students’ ability about objectives of the lesson subject. It was done before pupils did the pre-test, applied findings difficult words technique, until post-test. It was expected to look carefully of pupils’ changing and progressing. Moreover, it is expected to examine their mean score to be classified into high or low score.

This study aims to see of prior students’ ability in writing, procedures text in particular, what is their real problem. it was the first step or stage to be continued by next cycles.

3. Teacher’s Journal Reflexion

To collect data writer used teacher’s journal reflexion as an instrument in this study. It aimed to write all of problems that students faced while writing, classroom atmosphere activities when learning teaching process was running, students’ enthusiasm. This stage helped teacher to reflect that teaching methods had been done, even improved students or not.

Results and Discussion

Cycle 1

1. Planning Plan means identify the problem area. Planning is the important steps in conducting an action research. It is conducted before a researcher starts her action research. The purpose of this activity is to know the problems and find a good solution for the problems. Writer planned to do treatment to increase students score. Before gave it, writer gave some stages, for instance prepared lesson plan, choose the topic pertain to the basic students’ competences in writing skills. In this stage, before started learning teaching in the classroom, writer firstly planned for the material about procedures text or the sequence of how to make something.

2. Acting is the second step after the planning step to implement the instructional strategy that has been planned. In this cycle, writer started the lesson by asking whether they have know about the procedures text or not. Almost all pupils already knew about procedures text since they have learned it before. Then
writer continued by proposing the objectives of the study. To refresh the pupil’s memory about procedures. Then, taught or explained students about definition, kinds of procedures text, provided group discussion to find out the action verbs from example of text given. Then, writer asked for students mentioned some kinds of action verbs and then try to guess the meaning by their own opinion without looking for its meaning in the dictionary. After they guessed the meaning then writer allowed them to make sure true meaning in their dictionary. In the end of teaching process, writer distributed work-sheet to write a story procedures text as long as they could. When the bell was ringing, it is meant that time is over English lesson, writer collected of student’s work-sheets to see their result, scored each work-sheets.

3. Observing
The third step is an observation which is done by the observer in the same time with teaching. An observer observes the outcomes of the intervention and reflects on the effectiveness of the acting done.

4. Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. In this step, writer saw that students’ result of writing drill. A few of students could write well, and the rest did not understand what they want to write in their paper. By seeing this, writer planned to be continued in cycle 2 to improve students’ writing ability

Cycle 2

1. Revised Plan
Writer revised planning refers to the students’ achievement in cycle. In the first cycle, result showed the students had motivation in writing, but they had problems, for instance lack understanding of action verbs, grammar mistakes, and lack of vocabulary. This stage, researcher planned to give more example of action verbs for students, provided them worked in their group.

2. Action
Students done writing exercise in each group, which is one group consisted of seven students. They could means identify the problem area. Planning is the important steps in conducting an action research. It is conducted before a researcher starts her action research. The purpose of this
activity is to know the problems and find a good solution for the problems. Writer planned to do treatment to increase students score. Before gave it, writer gave some stages, for instance prepared lesson plan, choose the topic pertain to the basic students’ competences in writing skills. In this stage, before started learning teaching in the classroom, writer firstly planned for the material about procedures text or the sequence of how to make something. Acting is the second step after the planning step to implement the instructional strategy that has been planned. In this cycle, writer started the lesson by asking whether they have know about the procedures text or not. Almost all pupils already knew about procedures text since they have learned it before. Then writer continued by proposing the objectives of the study. To refresh the pupil’s memory about procedures. Then, taught or explained students about definition, kinds of procedures text, provided group discussion to find out the action verbs from example of text given. Then, writer asked for students mentioned some kinds of action verbs and then try to guess the meaning by their own opinion without looking for its meaning in the dictionary. After they guessed the meaning then writer allowed them to make sure true meaning in their dictionary. In the end of teaching process, writer distributed work-sheet to write a story procedures text as long as they could. When the bell was ringing, it is meant that time is over English lesson, writer collected of student’s work-sheet to see their result, scored each work-sheet.

In this stage, students wrote the procedure free topics with their groups, and student did not allow do by theirsself or individually but work in groups.

3. Observing

The third step is an observation which is done by the observer in the same time with teaching. An observer observes the outcomes of the intervention and reflects on the effectiveness of the acting done. After revised and implemented changing of writing method, students felt easier to write some steps or instructions to make and do something because they could ask for other friends.

4. Reflecting Reflection is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving the problem. In this step, writer saw that
students’ result of writing drill. A few of students could write well, and the rest did not understand what they want to write in their paper. By seeing this, writer planned to be continued in cycle 2 to improve students’ writing ability.

In this stage, students having little changing in writing skills, they were not confused whatever that they would to write. In line with previous cycle, result showed that pupil’s score in writing procedures text on good progress condition which average 80.47, but it is not maximum or imperfectly action. Pupils got increasing score than test on previous cycle, but insignificantly. On the other hand, pupils need more treatment to get better results, which is why the writer need do action anymore until all the pupils having improvement score significantly. In this cycle period, writer gave more drill or exercise for students, given them additional exercise, kinds of story procedures text to let them knew varieties of procedures story. This stage aimed to show new vocabularies or difficulties words commonly. In the end of this stage, writer did reflexing on students to observe their comprehension in write a story procedures text. Besides that, in this cycle writer gave additional references related to the procedures text, it is intend to enrich of pupils knowledge about kinds of procedures story. Students’ opinion increased naturally after they had more sources.

At the end of the action, after seeing pupils’ score at cycle 2 which pupils got increasing score insignificantly, writer did action, added drill to the students. This action was aimed to investigate the pupils’ skill in writing procedures text after the more actions given. In the latest test for this study, the pupils were distributed a pupil’s work-sheet, they could differ action verbs, so that the action is no needed to be continued it is stopped until cycle 2.

The Improvement pupil’s writing skill

Based on the writer’s findings starting on classroom observation, cycle 1, cycle 2, their result showed us there was comprehension progressing pupils like, became more motivated, interesting, having good more ideas about the topic is chosen, could write vary action verbs it is called the
advantages of this study. It was proven in the first meeting, when the writer came into the classroom, asked for procedures text, they result proved just three students could give little explanation or answer the questions. In contrast, while writer tried great chance, showing them a text and then asked to look for new difficulties word, their idea became inspired by the previous story which stimulated their cognition. And, it was true technique, because their group actively; some pupils focused on their task and sometimes asked questions to the researcher and their teacher in joint construction session. Sometimes in this case, some pupils still made mistakes in using appropriate words.

During implemented this study, pupils showed their improvement in writing skill, for instances; the pupils could write a story appropriately, the pupils could make longer paragraph with sufficient supporting details; the pupils could organize their story better in good sequences. Most of pupils could write the text in past tense correctly. Shortly, the pupils could write a procedures text well.

Conclusion

In line with the previous action; class observation, cycle 1, cycle 2, overall showed us that action verbs has significantly effect on pupil’s writing skills of procedures text at pupils SMPN 2 Merauke in academic year 2018/2019. It was proven when they could write and develop story in a good paragraph, built in procedures text structures for instance purpose or goal, materials, steps, and vocabulary. It is implied that learning procedures text easier whether pupils ask for action verbs in the beginning of lesson. And, by using this technique, pupils did not feel too difficult or reluctant to express whatever in their mind.

However, it is can be used of educator as a different technique to develop and increase of pupils writing skills on procedures text. They will think critically and do extend idea after knowing vary of action words, continuing fill it up in good procedures paragraph.
References


