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The application of English-*Bahasa* Indonesia compatibility in descriptive text to improve writing skill of grade VII 19 Junior High School, Bandung, academic year 2020-2021

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Abstract. Classroom Action Research in “The application of English-bahasa Indonesia compatibility in descriptive text to improve writing skill of Grade VII 19 Junior High School Bandung, Indonesia, in academic year 2020-2021” is purposed to intensify students’s competencies both in writing bahasa Indonesia and English. Classroom Action Reseach at this moment was undertaken in Bandung, from November 2016 until April 2017. It took six months to accomplish the purpose of this study. The mayor participants were Grade VII. with 250 students had participated in this study. This classroom action research activities had to be varied with daily activities in learning English, this cycle had been implemented in the early, middle, or in the end of English lesson. Based on the three cycles implemented in applying English-bahasa Indonesia compatibility in writing descriptive text to improve writing skill, most students has gradually improved their achievement in writing the text.

Keywords. compatibility; classroom action research; cycle

In Indonesia, for junior high school students, English is learnt for the first time as a foreign language learning. It is such a fun language learning or vice versa, depends on how teachers introduce the foundation of English as a foreign language learning. In learning English, students in Indonesia are actually divided by two groups. The first group is the students who have ever had experiences in learning English both in their previous school (primary school) or followed informal programme such as courses. The second group is the students who are never involved in whatever programme in English. The problem is limited on how English-Indonesian is practiced in writing descriptive text. Writing descriptive text is selected in accordance with materials suitable with Indonesian Curriculum for the first stage students at junior high school. This study is purposed to intensify students’s competencies both in writing *bahasa* Indonesia and English. Writing descriptive text encourages students to convey their ideas, feeling, and situation in their life. Before started writing, students are served listening to their teachers, reading various texts, or speaking with the sources of their writing. All of this students’ activities will enrich students’ vocabulary as the basic resource of their writing. Moreover, writing text both in English and Indonesia will improve students’ understandings and finally it increase students’ achievement in learning English. English –*bahasa* Indonesian compatibility in writing

descriptive text will increase teachers' ability to diagnose students' lack of interest or motivation in writing English. Through observation and recording classroom interaction, teachers will improve students' achievement to apply English-*bahasa* Indonesia in students' writing descriptive text

All of teaching theories which refers to on how to teach writing descriptive text are presented in this literature review. The theories cover (1) writing, (2) vocabulary, and (3) descriptive text. The crucial writing is stated by Gebhard (2009) that writing is a transformation the thought into language, we need to think about the content of the language before arranging the ideas using appropriate grammar and vocabulary. Moreover, The process of: bottom up and top down (Nunan, 1991; Gebhard, 2009) involve both reading and listening as well as writing comprehension. Bottom up processing refers to decoding a message to the listener hears through the analysis of sounds, words, grammar, while top down processing refers to using a background knowledge to comprehend a message. The same processes are active in a visual sense when we read. In writing process, to comprehend written language, we rely on our ability to recognize words, phrases, and sentences (bottom up or text-driven processing), as well as on our background knowledge related to the content of what we are reading (top-down or conceptually-driven processing). As stated by Harmer (2007). Students should have felt happy to go at writing and completed their writing assignment successfully. The right kind of activities have to be chosen with the appropriate level as long as information provided; enough language input (phrases, parts of sentences, or words); ideas; and pattern/schemes.

The presentation of vocabulary in the textbook is very crucial both for students and teachers (Biemiller in Hiebert & Kamil, 2005; Hunt and Beglar in Richards and Renandya, 2002; Nation in Richards and Renandya, 2002; Richards, 2002; Thornbury, 2002; and Bauer, 1998). A systematic framework for developing vocabulary is proposed by Hunt and Beglar (Richards and Renandya, 2002: 258). There are three approaches to develop vocabulary instruction and learning: (a) *incidental learning*; (b) *explicit instruction*, and (c) *independent strategy development*.

Text types are a crucial thing to be mastered by students, since these text types will be the students' references to what kind of message to be delivered to the audience (both in speech and in writing). The division of text types is explained by Anderson & Anderson (2003) that there are literary and factual in text types. Literary text has correlation with human's emotions and imagination (i.e. fairy tales, plays, novel. song, lyrics, mimes, and soap opera), whether factual texts present information or ideas and aim to show, tell or persuade the audience (i.e. advertisement, announcements, internet web sites, current affairs shows, debates, recipes, report, and instructions). Moreover, there are a descriptive text. It is a text which describes people, animals, things, or places. The language features applied in this text are specific and detailed noun or noun phrase; simple present tense; describing, numbering, and classifying adjective; employing verbs as relational process; and using figurative language such as simile and metaphore (Thai, 2009; Droga & Humphrey, 2011; and Humphrey, et al., 2012). Description texts can be divided into factual and literary description.

In chapter III, the methodological aspects discusses (1) research site and participants, (2) research design which involves planning, action of teaching implementation, data collection and observation, and (3) analysis of students' texts and (4) Reflection. First the research site is SMPN 19 Bandung as one of Junior High School in Bandung. It lies at Sadang Luhur Street with resident surrounding. This school has a standard school facilities, such as science, computer and language laboratories, fields, auditorium, and little park. Furthermore, this junior high school has 26 classroom, divided into Grade VII 9 classes, Grade VIII 8 classes, and at

last Grade IX 9 classes. Classroom Action Research at this moment was undertaken in SMPN 19 Bandung, from November 2020 until April 2021. It took six months to accomplish the purpose of this study. The mayor participants were Grade VII. Almost 250 students had participated in this study.

There were three lesson plans provided before this classroom action research implemented (see appendices). All lesson plan involved (1) Observing and asking question., (2) Collecting information, (3) Associating, and (4) Reflecting. First of all, Pre-cycle Lesson Plan. Pre-cycle lesson plan measured whether there are any achievement or progress that the students of Grade VII in 19 Junior High School Bandung had been achieved. It is also measured how far the descriptive text had been acknowledged since the text has to be entirely united. Second, in the first cycle, the Grade VII students are introduced with short descriptive text taken from their textbook. Finally, in the second cycle, the lesson plan is provided to improve students understanding in the longer descriptive text. Data are collected from students' test, students sheets, and students' behaviour responses. Observation is undertaken while the result of the action has been applied thoroughly. The data collected will be the basic assumption to take upcoming action.

Students' achievement from test are collected and applied as a basic source for later classroom action. Here the Pre-cycle result is a basic information to be the first cycle, whether the first cycle's result is foundation of second cycle. Reflection is the last part in a cycle involved evaluation and describing the effect of the action. It is the fundamental information to undertake the upcoming action in next cycle and to be shared with other teachers.

In Chapter IV, this chapter will present each cycle in the teaching implementation, finding of each cycle, and finally, discussion of all cycle. Teaching implementation is presented in pre-cycle teaching, first cycle teaching, and second cycle teaching implementation. The application of English-bahasa Indonesia compatibility in descriptive text to improve writing skill of Grade VII, almost 252 students undertook this simple descriptive text by describing quality of some pictures submitted as pre-cycle teaching. All the information gathered were the students' result of pre-cycle. Having been the plan decided, teacher considers the action, put assumptions, and draw conclusion, and plan strategy or alternative one which has correlation with current situation. The processes of this scientific approach in writing descriptive text in first cycle are: Observing and asking question; Collecting information; Associating, and Reflecting. This processes is almost similar in second cycle teaching implementation. This continued by finding which presents pre-cycle, first cycle and second cycle finding gained through students' early test and students' sheets.

The finding in the first cycle shows almost all students state this sixth sentence perfectly. By teacher's suggestion and explanation offered in scientific approach in descriptive text, the students have undertaken this English-Indonesia compatibility correctly. The second cycle text is different with the first cycle text. It is longer and more complicated than the first one. This text is adapted from "Kylie the Kitten", published by Award Publications Limited (2006). The following chart provides the data on how students achieve the result of English-bahasa Indonesia compatibility in writing descriptive text and how students' behavior were transformed after they had all cycles in English-bahasa Indonesia compatibility in writing descriptive text.

**Student's Achievement in Writing
English-Bahasa Indonesia Compatibility Descriptive Text**

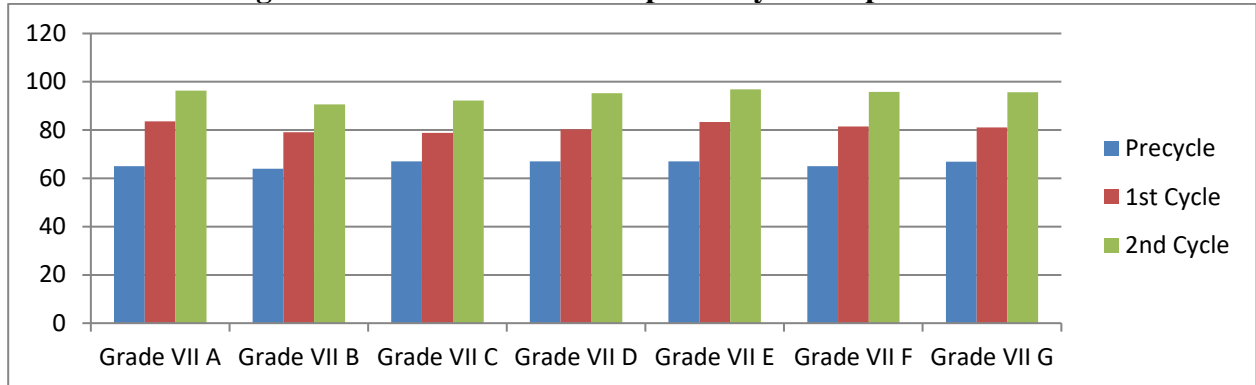


Figure 4.6 Student's Achievement in Writing Descriptive Text

Mean of	Pre-cycle	1st Cycle	2nd Cycle
Grade VII A	65	83.61	96.32
Grade VII B	64	79.14	90.68
Grade VII C	67	78.83	92.22
Grade VII D	67	80.31	95.29
Grade VII E	67	83.39	96.81
Grade VII F	65	81.44	95.83
Grade VII G	67	81.06	95.69

Table 4.6 Student's Achievement in Writing Descriptive Text

Students Behavior's Responses Post Cycles in Writing descriptive text (in Percentage)

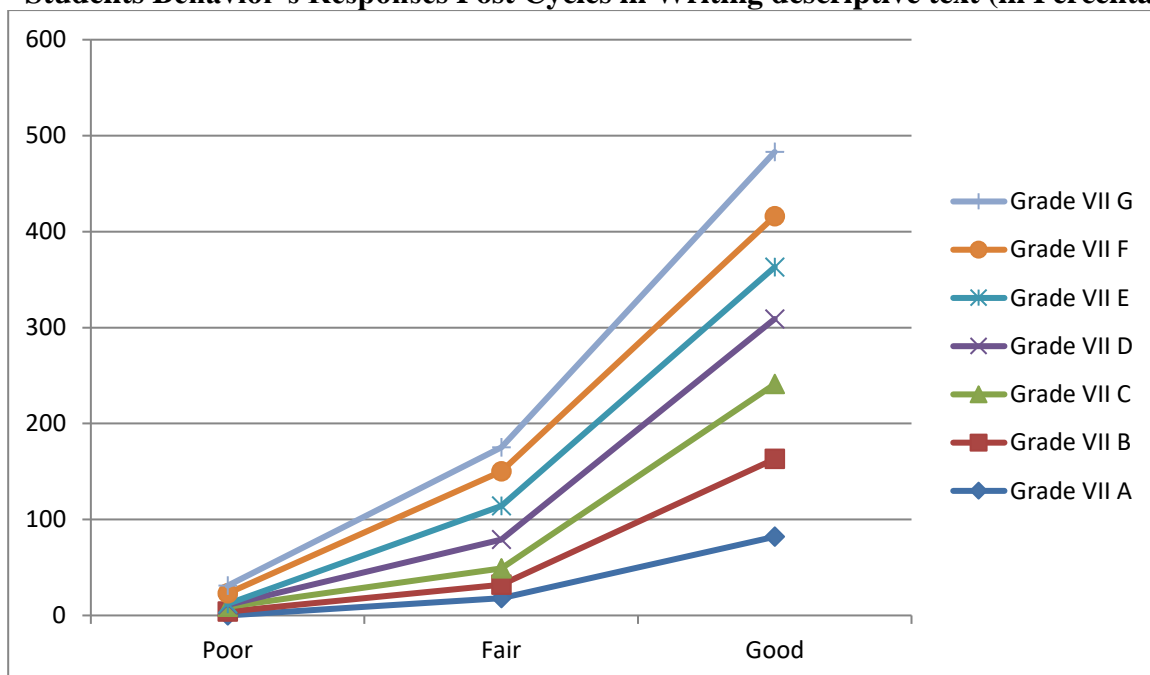


Figure 4.7 Students Behavior's Responses Post Cycles in Writing descriptive text

Students Behavior's Responses Post Cycles in Writing descriptive text (in Percentage)							
	Grade VII A	Grade VII B	Grade VII C	Grade VII D	Grade VII E	Grade VII F	Grade VII G
Good	82	81	78	68	54	53	67
Fair	18	14	17	30	35	36	25
Poor	0	4	5	2	1	11	8

Table 4.7 Students Behavior's Responses Post Cycles in Writing descriptive text

Based on the graphs above, students obtained low achievement in pre-cycle. Students were tended to be confused to jot down description from the text provided. They wrote merely one or two words in disorder combination. Furthermore, in first cycle, students' lack of confident were lowered. The text was provided in short sentences in a conversation with pictures available in the textbook. They acquired improvement after they understood and gained the meaning of the text. Finally, in last cycle, the second cycle, after exercises were implemented, students achieved the better result in English-bahasa Indonesia compatibility in writing descriptive text. Although the text was extracted from exciting novel, out of textbook, the result were better than first cycle.

Based on the three cycles implemented in applying English- bahasa Indonesia compatibility in writing descriptive text to improve writing skill, most students has gradually improved their achievement in writing the text. Although the students' activities had to be varied with their daily activities in learning English, this cycle could be undertaken in the early, middle, or in the end of English lesson. Every cycle has its own characteristics. Pre-cycle is the motivator to the rest cycles. Teachers can measure whether all lesson plan, material to be taught, and evaluation are suitable for students. Moreover, students' basic knowledge have influenced to gradation of how lesson is fulfilled. In next cycle, second cycle, the provided short text from student's textbook can be a measurement how far students achieved their acquisition. This is an opportunity to measure whether they can apply English text to make sense of bahasa Indonesia appropriately. Since the finding has proved that a half of students in Grade VII still required any remedial teaching, the third action had to be implemented as soon as this cycle finished. The last action is Cycle Three. This cycle in "The application of English-bahasa Indonesia compatibility in descriptive text to improve writing skill" is to complete the previous two cycles. In this time, students had free opportunity to expend their ability to make sense the application of English to bahasa Indonesia in descriptive text to improve their writing skill. The longer provided descriptive text taken from a paperback novel was the students' English-bahasa Indonesia compatibility text. It was intended that students got broadened experiences. In this time, most students achieved the perfect -bahasa Indonesia compatibility in descriptive text. The application of English to bahasa Indonesia compatibility in descriptive text to improve students writing skill has a lot of things to be revised. In this research, the writer merely focus on how students can make English to bahasa Indonesia compatible text. Actually, students almost undertook the text of English to bahasa Indonesia perfectly. They had put down English to bahasa Indonesia by sentences not word by word to make whole text sensible. However, there are some mistakes that can disturb the whole text sensible :inaccurate punctuation, inaccurate article, and readable expression.

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