Making Monologue To Improve Students' Writing Skill

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Abstract

Background:
Life is requiring some skills in order to improve society' integrity and some people may have distinct skills. In every aspect of life one of the most important skill in life is writing. Writing skill is a part of skill in life in order to work. So the author wanted to do a research towards writing skill in high school students by making monologue. The study was conducted by taking samples from students in SMA NEGERI 5 SAMARINDA, this study aims to see how the efficacy of making monologue in order to improve students' writing skill, basically making monologue is a long speech given by a character in a story, movie, play, etc., and in the end, the results show making monologue is significant to improve students' writing skill.The researcher used Classroom Action Research (CAR) for the methodology and used 2 cycles and 5 meetings in SMA NEGERI 5 SAMARINDA and 11 Science 1's Students as subjects. The researcher found In the last meeting of the last cycle that there were 89% of students who were successful

Methodology:
The design of this research is a Classroom Action Research (CAR). The analyst conducted a classroom action research to know and learn the wonder which happened in teaching learning handle and purposely endeavored to offer the comprehending for the issue happened. Classroom Action Research is distinctive from quantitative and qualitative research, but has characteristics of both. An action research utilizes and appropriates mediation to assemble and analyze information and utilization of address educational issues. Burn, (2010: 2) expressed that it is related to the ideas of reflective practice and the teacher as researcher. in action research, a teacher gets to be an examiner or pilgrim of his or her individual educating context, whereas at the same time being one of the members in it. It suggested that one of the foremost focuses of action research is to recognize dubious circumstance or issue that the members who may incorporate teachers, students, directors, or undoubtedly parents consider worth looking into more significantly and methodically. Implementing the guideline of an action research, this study involved included four steps: (1) plan, (2) act, (3) observe, (4) reflect.

Findings:
The research finding is the result from what the researcher did, the problem, the increment can be found in research finding, In cycle I, the students who got score 75 or above only 10 students of all students in 11 science 1 which all students was 37 and the percentage was 27%. In post-test I there was an increment which 20 students who were above 75 or equal to and the percentage was 54% and the mean score of post-test I was 70,16 . In cycle II which post-test II there was an increment, the students who were above the score were 33 students and the percentage was 89% and the mean score of post-test II was 80,16.

in pre-test, the students' capacity in writing text was still weak, most of students still has obstacle in writing text. They really did not get it about the text. But after the teacher taught writing text by utilizing the use of making monologue to the students, they can caught on how to write well. since the researcher explained and give the example of monologue, the students' score of post-test I was way better than before (pre-test), because the result was still below the criteria of success. So, the researcher did cycle II the purpose was to make most of them understand about the writing text. After the researcher did the cycle II, the result was way better than the first cycle. It can be seen.

There was the qualitative data which had been taken by the researcher which was observation and documentation. In observation, it appeared that the students gave reactions and positive response during the teaching learning process and the documentation appeared that the proof and the process of the activity in class. The implementation of making monologue had effectively progressed the students' capabilityat writing.

Conclusion:

Making Monologue technique could improve the students' writing text at SMA NEGERI 5 SAMARINDA in academic year 2021/2022.The students' ability at writing text before making monologue was low, the mean score of the pre-test (65,8). The percentage of the students who got point up 75 grew up in pre-test, students who got up 75 (or equal to) were only 10 of 37 students or 27 %. There was an increment in students' writing skill, it was proved the mean score in pre-test was 65,8 or 27%, it improved from the pre-test to the mean in post-test I which in the first cycle was 70,16 or 54% and it more improved in the mean of the post-test II which the second cycle, the mean score was 80,16 or 89% therefore the implementation of making monologue as technique in teaching can improved the students' capability at writing text. The observation and documentation conducted by the the researcher during the activity appeared that the students were inspired and intrigued to take a part and effectively at writing text. The students' reaction about the implementation of making monologue was positive and it would be an alternative strategy in teaching writing. Hence, implementation of making monologue might progress the students' capacity in writing text.

Originality:

The gap which the author identified was the lack of clear personal assessment from the teacher or the researcher. There are still some unclear personal assessments for the teacher in order to improve the teaching

1. INTRODUCTION

English is one of the international languages which most people should learn because English is like a bridge to connect people across nation. Crystal (in McKey.2000: 7) says that English is quickly accepting the part of a world language, and no other language has spread around the globe so broadly, making English a genuinely universal language.

There are many components within writing, such as structure, grammar and spelling. When people can master structure, grammar and spelling it can be assured that they are expert enough to write something or making something in order to express their feeling, opinion on sentences.

This study had a good impact on many aspect such as the benefit for students, teachers and for the upcoming researchers.

This research was beneficial for students teacher and researcher, for students, it was expected to improve students' writing skill in order to write for daily exam, semester exam or probably they would write a quote to upload in social media in a aesthetic way and hopefully it would help to improve their own writing skill and will be easier to improve it because this method encouraged them to think critically about the structure of writing and hopefully this method will make them more comfortable and interested to be an English writer not only an English writer but more skillful in any other writing things.

For teacher, it is found as a good start in order to improve students in writing For teacher, this method can be used to teach students in order to improve their writing skill component such as spelling and structure. Not only to imply for students as a teaching method as a teacher but this can be implied for people who wants to improve writing skill

For the upcoming researchers, hopefully this will be the upcoming theory if the upcoming researcher will do a research in order to improve students' writing skill and it will be beneficial for the next years.

So the author wanted to do research on 11th grade high school students in SMA NEGERI 5 SAMARINDA if their writing papers were still below standard or higher, If the students were below standard in writing, the author or the researcher would do experiment bygiving instruction to make a monologue in English gradually.

2. METHOD

The design of this research is a Classroom Action Research (CAR). The analyst conducted classroom action research to know and learn the wonder which happened in teaching learning handle and purposely endeavored to offer the comprehending for the issue happened. Classroom Action Research is distinctive from quantitative and qualitative research but has characteristics of both. Action research utilizes and appropriates mediation to assemble and analyze information and utilization of address educational issues.

The Sample Population in this research was 11 Science 1 at SMA Negeri 5 Samarinda. A research instrument basically is a "tool" in order to measure the object or the justification which the researcher wants to do a research. You require to choose the instrument to utilize based on the type of study you're conducting: quantitative, qualitative, or mixed-method. For example, for a quantitative study, you will have questionnaire, for a qualitative

study, you'll select to utilize a scale and for mixed method, in this study called "Classroom Action Research". used some tests which consist Pre-test and Post-test

The goal of data analysis is to recognize themes and patterns to supply strong evidence for any claims you're able to create from your discoveries. You may have to see at the data you've got collected from a few sources and relate these to your unique, anticipated, results. The author accumulated the data by using some tests. Pre-Test and Pro-Test

Pre-test is a measure thing to seize and measure people' cognitive if they can comprehend before given explanation and material writing.

1. *Normality Test*

    Normality testing could be a fundamental necessity that shall be fulfilled in analysis. Normality test should be done first before analysis would be done further

2. *Homogenity Test*

    The purpose of homogenity testing is to see and know if the change of test is homogeneous or not or simply homogeneous sample is sample which has the same traits, such as age, location, because the researcher did a research in SMA NEGERI 5 SAMARINDA and the specific class is 11 Science 1 it implied that the test which had been used was homogeneity

Post-test would be needed in the last test after the teacher had given the lesson or treatment. A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2008: 301). It was done on Monday, June 2 2014. The post-test is writing in monologue. The purpose of this post-test was to observe and measure the students' development in writing monologue after having lesson which the teacher had given or taught

3. FINDINGS AND DISCUSSION

The research finding is the result from what the researcher did, the problem, the increment can be found in research finding, In cycle I, the students who got score 75 or above only 10 students of all students in 11 science 1 which all students was 37 and the percentage was 27%. In post-test I there was an increment which 20 students who were above 75 or equal to and the percentage was 54% and the mean score of post-test I was 70,16 . In cycle II which post-test II there was an increment, the students who were

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There was the qualitative data which had been taken by the researcher which was observation and documentation. In observation, it appeared that the students gave reactions and positive response during the teaching learning process and the documentation appeared that the proof and the process of the activity in class. The implementation of making monologue had effectively progressed the students' capabilityat writing.

4. CONCLUSION

After analyzing the data, it could be concluded that:

1. Making Monologue technique could improve the students' writing text at SMA NEGERI 5 SAMARINDA in academic year 2021/2022.

2. The students' ability at writing text before making monologue was low, the mean score of the pre-test (65,8). The percentage of the students who got point up 75 grew up in pre-test, students who got up 75 (or equal to) were only 10 of 37 students or 27 %.

3. There was an increment in students' writing skill, it was proved the mean score in pre-test was 65,8 or 27%, it improved from the pre-test to the mean in post-test I which in the first cycle was 70,16 or 54% and it more improved in the mean of the post-test II which the second cycle, the mean score was 80,16 or 89% therefore the implementation of making monologue as technique in teaching can improved the students' capability at writing text.

4. The observation and documentation conducted by the the researcher during the activity appeared that the students were inspired and intrigued to take a part and effectively at writing text.

5. The students' reaction about the implementation of making monologue was positive and it would be an alternative strategy in teaching writing. Hence, implementation of making monologue might progress the students' capacity in writing text.

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