

ABSTRACT

Musdalifah. 2023. *Using Whisper and Write to Improve Students Writing Descriptive Text in SMP Azzainiyah*. Thesis. Undergraduate Program STKIP PGRI Bangkalan. Advisors: (I) Hendra Sudarso M.Pd, (II) Chairuddin, M.Pd.

Keywords: *writing, descriptive text, whisper and write strategy.*

This research aims to determine the application of the whisper and write strategy in improving students' ability to write descriptive texts at Azzainiyah Middle School. This research is classroom action research, the research procedure is research that occurs through a dynamic and complementary process, which consists of four important steps: planning, implementation, observation, and reflection. Constraints and weaknesses were found in the process of learning to write descriptive text. The results of the data analysis showed that student scores increased from the first cycle to the second cycle. The findings in the first cycle showed that students' writing skills increased with the number of writing exercises. The results of the second cycle showed that applying the whisper and write strategy could improve students' descriptive text writing, especially their vocabulary mastery and motivation by giving them lots of activities in writing. It was also found that using the whisper-and-write strategy more often could improve their English. In addition, these findings can be supported by the average student score which increased from 50.85 in the pre-cycle to 78.9 in the final cycle.

ABSTRAK

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Kata kunci: *Menulis, teks deskriptif, strategi berbisik dan menulis.*

Penelitian ini bertujuan untuk mengetahui penerapan strategi whisper and write dalam meningkatkan kemampuan menulis teks deskriptif siswa di SMP Azzainiyah. Penelitian ini merupakan penelitian tindakan kelas, prosedur penelitian merupakan penelitian yang terjadi melalui proses yang dinamis dan saling melengkapi, yang terdiri dari empat langkah penting: perencanaan, pelaksanaan, observasi dan refleksi. Ditemukan kendala dan kelemahan dari proses pembelajaran menulis teks deskriptif. Hasil analisis data menunjukkan bahwa nilai siswa meningkat dari siklus pertama ke siklus kedua. Temuan pada siklus pertama menunjukkan bahwa keterampilan menulis siswa meningkat seiring dengan banyaknya latihan menulis. Hasil dari siklus kedua menunjukkan bahwa penerapan strategi whisper and write dapat meningkatkan menulis teks deskriptif siswa, terutama penguasaan kosa kata dan motivasi mereka dengan memberikan mereka banyak kegiatan dalam menulis, ditemukan juga bahwa menggunakan strategi whisper and write lebih sering dapat meningkatkan bahasa inggris mereka. Selain itu temuan tersebut dapat didukung oleh rata-rata skor siswa yang meningkat dari 50,85 pada pre-siklus menjadi 78,9 pada siklus akhir.

INTRODUCTION

Writing is one of the four language skills besides listening, speaking, and reading. In the four language skills, writing is an effort to develop written language, in addition to the presence of spoken language skills (Belangi, 2019). Teaching writing skills in the classroom covers several aspects of language use and content processing.

Problems related to writing activities, namely the performance or writing ability of children (Sukirman, 2020). Writing is one of the most difficult skills to master. The problem that occurs in the classroom is that students' writing is still low.

Student scores in writing are very bad. Students learn to write English when they are still in elementary school, but most of them cannot write well. A monotonous class atmosphere also affects student learning. The methods used by many teaching teachers use the lecture method. So students feel bored. Teachers want to solve problems about it. The strategy used in this problem is the silent strategy.

The teacher must be able to condition the classroom atmosphere as well as possible so that students can be comfortable in writing and concentrate again.

According to Jaramillo. "Proposes that another important consideration is their involvement in the design process". According to Sato "Board games work in actions and interrelated systems". According to David Thomas Whispering Game is also called Chinese

Whispers". These games are kinds of strategies that can be used to teach writing. Whisper and Write Game is one strategy that is suitable to be applied in Learning English, including learning English writing.

This strategy has many benefits. This strategy helps students understand English writing (Putri, 2020). In this case, the researcher chose the whisper-and-write strategy. The strategy whisper and write is fairly straightforward and frequently used in English language instruction, despite its simplicity. After pupils have finished learning about writing in terms of writing and pronunciation, the game begin. The pupils were then separated into some groups which amounted to 5 people.

This strategy provides many advantages for students. Students can learn to write very happily and actively in class. They are not bored by learning it, they can also memorize new words. This strategy transfers clauses by whispering and writing among 5 students. A great activity for both adults and children alike is the "whisper and write" method since, in addition to being enjoyable, it may help young writers learn new grammar rules (Masrifah, 2018).

Applying the whisper and write strategy when teaching descriptive text helps students to start arousing students enthusiasm for writing. With this strategy, students can express their ideas in their own words.

RESEARCH METHOD

This study applied classroom action research. This study is designed to show an effort to enhance the learning process at SMP Azzainiyah by using whisper-and-write strategy to teach descriptive text. The research design of CAR. It aimed to find and implement some actions to improve writing skills.

The purpose of classroom action research (CAR) is to improve and correct teaching practices that should be carried out by teachers. Collaborative action research is an action carried out by teachers using various methods to liven up the atmosphere in the classroom (Wulandari et al., 2019). Kemmis and Taggart stated that in model class action research each cycle consists of 4 steps, namely planning, action, observation, and reflection.

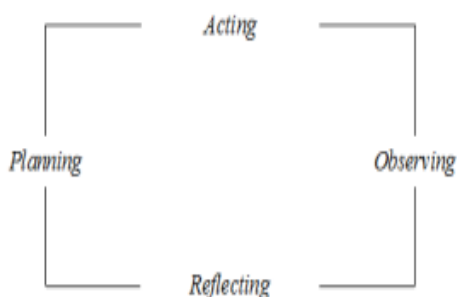


Figure: Cycle of Classroom Action Research

Assessment is a process in which the teacher assesses student results in ongoing learning activities (Khansa & Mukaromah, 2022). In the writing assessment, the teacher gives four assessments of the student learning process, namely vocabulary, grammar, Mechanics, and Organization.

This research, a classroom action research was conducted in the first year

of SMP Azzainiyah in the academic year of 2022/2023. It is located at Aermata Ibu Buduran Arosbaya Bangkalan.

FINDINGS AND DISCUSSION

This classroom action research was conducted in two cycles. Each cycle consists of two meetings. And consists of four stages, namely planning, action, observation, and reflection. The researcher gave pre-tests to students before the cycle was implemented.

1. The Pre-cycle Test

In this activity, the teacher explained that his students were still lacking in writing. They found several problems in the class where students could only hear what the teacher said without knowing the form of the writing. And students also have difficulty in remembering. Some children are only active in this English lesson. And a monotonous class atmosphere so that students feel bored.

Students get very low scores in this pre-cycle. Many students scored below the maximum, which was an average of 50.85. It can be seen that the skills of writing descriptive texts in grade 9 are still very low. From this, the teacher to apply a whisper and write strategy to improve writing the descriptive text.

2. Cycle Test 1

At the planning, the teacher prepared all the materials for research purposes in the classroom.

And the action at the first meeting teacher applies materials that have been

prepared beforehand. The teacher explains descriptive text. And the second meeting teacher applied the strategy whisper-and-write to students which has been divided into groups. During this observation, the teacher observed the results of student work in teams, class situations, and student responses about the whisper and write strategy.

At this reflection, the teacher discussed the student results that had been achieved. After knowing the performance of students in the teaching and learning process. Students who write descriptive text in cycle 1 are still low.

The teacher can conclude that there is a slight increase from before. There were some students whose scores increased with the implementation of this whisper and write strategy and some who still did not reach the maximum score. The teacher found that many students were still confused about the whisper and write strategy because they had never practiced this strategy before. In this cycle, the average yield reached 63.5.

3. Cycle Test 2

In the planning, the teacher changed the lesson plan from before based on the results of student work in the first cycle. In the first meeting, the teacher explained the topic of animals to students, but the process was the same as the previous topic.

In the second meeting teacher applied the strategy whispering and writing to students which has been divided into groups. Before that, the teacher asks students to look for

vocabulary related to the topic and asks students to remember it.

From the results of observations in the second cycle, the class conditions were somewhat better than in the first cycle. Students understand this strategy better and understand more about descriptive text material.

In this reflection, the whisper and write strategy was used by the teacher to help students create more descriptive text and improve in students writing descriptive text.

The teacher obtained an average student score of 78.9. Based on these scores, it can be said that the students' writing descriptive texts using the whisper and write strategy has increased and the teacher intends to end this meeting because the teacher has succeeded and found improvements in students' writing descriptive texts using the whisper and write strategy.

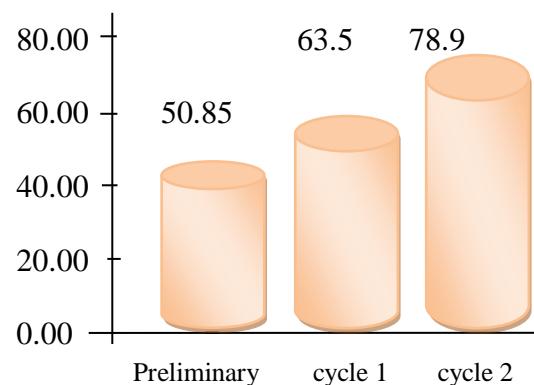


Figure: Students' Improvement in Writing Score.

Whisper and write strategies in the teaching and learning process can help students improve their writing of descriptive text. And broaden their understanding of writing. One of the triggers for students to write is

boredom, so most students' writing scores are very low.

The whisper and write strategy brings many benefits to students, one of which is that students become more active in class, are more enthusiastic about lessons and students' writing scores increase. Overall, it can be concluded that students' scores in writing descriptive texts can be increased by using the whisper and write strategy in grade 9 of SMP Azzainiyah.

This situation and condition are the same as Masrifah (2018), that the whisper and write strategy brings many benefits to students. Therefore implementing this whisper-and-write strategy as a medium for teaching English can increase students' interest and enthusiasm for learning activities so that they can produce positive results for student learning activities.

Besides that, Oktavianto (2018) stated in his research that whisper and write is more effective than TPR. Meaning that this whisper and write strategy gives positive things to student achievement. The same thing also happened in the research results and the whispering and writing strategies were proven in the results of observations. This is indeed very influential on the learning process of students in class, especially in English lessons. They were very enthusiastic in carrying out this whispering and writing strategy. Students are very happy with the strategy applied by the teacher.

According to Dian Deviana (2018). Using whispering games in writing lessons can help students

understand the material more easily. Based on Previous research on the use of whispering games in learning English, proves the benefits and positive impact on students, especially day names. Likewise, the results of implementing the whisper and write strategy in learning can support and improve the smoothness of students' writing learning and can make it easier for students to learn.

CONCLUSION

Based on the data that has been obtained, students' writing descriptive texts using the whisper and write strategy has improved more than before using the whisper and write strategy. It can be seen from the difference in student scores before and after using the whisper and write strategy.

It can be concluded that the application of the whisper and write strategy as a teaching medium in teaching activities can improve students' writing of descriptive texts and have a positive impact on students' English learning activities. It can be seen from the comparison scores of students during the pre-cycle that it was 50.85%, no students passed in this pre-cycle. In addition, in cycle 1 students achieved a score of 63.55% with 4 students who passed and 16 students who failed. Whereas in cycle 2 students achieved a score of 78.9%, it can be said that in this cycle all students passed by achieving maximum grades. This can prove that there is a positive impact and an increase in using the whisper and

write strategy as a teaching medium in class.

During the pre-cycle test research, it was seen that students experienced difficulties and problems in learning to write English because most students did not know the form of writing in English. From cycles 1 and 2, students can be trained to write English, starting from not knowing the form of writing until they can recognize each vocabulary given by the teacher. So students can write well. This strategy is very good to apply in learning, students can increase their enthusiasm in writing English. This strategy can train students to write correctly, and also add vocabulary that they rarely encounter. Students receive it with great enthusiasm in the teaching and learning process.

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