

# A Significance Study of Finding Difficult Words Technique

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**Abstract**—Finding difficulties word technique has significant effect on pupil's writing skills of narrative text. This study aims to investigate the use of *finding difficulties word technique* at improving pupil's in writing skill and narrative texts in particularly. Describing of the pupil's difficulties in writing narrative text, and investigating the effectiveness of *finding difficulties word technique* to build up pupils' ability in writing narrative is the objective of this study. Result figured out that *finding difficulties word technique* in writing narrative texts has significantly effect at improving pupils' ability. The average score of the pre-test was 62.23. Cycle 1 showed 67.45 and cycle 2 showed 80.47. Furthermore, the average score of the post-test was 94.65. This study concluded that *finding difficulties word technique* in writing skills of narrative 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 narrative text. It is implied that learning narratives 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 narrative text.

**Keywords**—*Difficulties word technique, Writing skill, Narrative text*

## I. 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 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 inappropriately. 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 narrative, descriptive, procedure, recount, and report. Each genre has its own characteristic. Pertain with this research pupils in the second years introduced and taught a narrative 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 VIII 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 textbook. 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. The mean of the pupils' scores in the pre-test was 62.23. Based on the pre-observation and pre-test conducted by the researcher, 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 used videos 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.[5] Based on the prior study stated that students' score in writing narrative text had been developed.

## II. RESEARCH METHODS

This research was done in SMP N 2 MERAUKE. [6]Classroom action research (CAR) is the method that used in this study, and four steps action already conducted. Writer choose this method in this study, before doing action, firstly, researcher made a planning which aims to see pupil's true problem during the time of English teaching-learning process. Secondly, do action,

conducting of everything that has been scheduled. Thirdly, observation and applied the technique to the pupils while do the test. To collect data, researcher gave pre-test to pupils, it goals to make sure of prior knowledge and pupil's achievement in writing narrative text. By seeing the result of it, then asked for pupils to write a text with chosen topic. In analyzing the test score of the written test, a statistical technique is used to find the pupils' mean score. Data showed how far significance of finding difficulties words gave contribution in writing narrative text In this research, the pupils' mean score of the post-test 1 is compared to the pupils' mean score of the post-test 2 to know whether there is an improvement of the pupils' writing skill. To do this text, researcher and teacher collaborated taught the pupils, and after researcher distributed the test to pupils, she asked them to find out difficult words.

After that, researcher used qualitative to analyze, 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 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 four times, they were; pre-test, test in the cycle 1 and cycle 2, and the last post-test. In this study, test is a crucial kind of research instrument because 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 behavior, 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, narrative text in particular, what is their real problem. it was the first step or stage to be continued by next cycles.

## III. RESULTS AND DISCUSSION

Findings difficulties words on narrative text at pupils SMP N 2 MERAUKE

Pre-test

Before conducting this action research, a pre-test was given. The purpose of the pre-test was to find out some problems in the classroom especially in writing narrative text. This stage was intended to know the pupils' weaknesses before having some treatments. The average of pupils' score percentage was 62.23. It was meant that students' score or writing skill in narrative text not so high, and vice versa. Pre-test result of students became a basic reference for the writer to prepare the technique suitable with students' score in this stage. Planning the frequent of treatment that will be done.

#### Cycle 1

Furthermore, after doing pre-test to the students. 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 cycle, writer started the lesson by asking whether they have know about the narrative text or not. Almost all pupils already knew about narrative text since they have learned it before. Then writer continued by proposing the objectives of the study. To refresh the pupil's memory about narrative. In this stage, before started learning teaching in the classroom, writer firstly planned for the material about narrative text. Then, taught or explained students about definition, kinds of narrative text, provided group discussion to find out the difficult words from example of text given. In this session, writer gave enlarge chance to all the students to find out the difficult words or new vocabulary in their mind, 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 narrative 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 worksheet to see their result, scored each worksheet. The student's result in this cycle was 67.45. Furthermore, by seeing the students' score, writer prepared reflexing to increase of students' result, this stage will be continued in cycle 2.

#### Cycle 2

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 narrative 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 narratives text to let them knew varieties of narratives 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 narrative text. Besides that, in this cycle writer gave additional references related to the narratives text, it is intend to enrich of pupils knowledge about kinds of narrative story. Students' opinion increased naturally after they had more sources.

#### Post-test

This action had been done, 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 narrative text after the treatment given. In the latest test for this study, the pupils were distributed a pupil's worksheet. Its content were same as prior pre-test. Researcher provided around eighty minutes or two hours meeting. Consequently, their score was improved significantly or their average 94.65. Based on students' average have been showed improvement significantly, so that the treatment 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, pre-test, cycle 1, cycle 2, and post-test, their result showed us there was comprehension progressing Pupils like, became more motivated, interesting, having good more ideas about the topic is chosen, it is called the advantages of this study. It was proven in the first meeting, when the writer came into the classroom, asked for narrative 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 narrative text well. Then, the computation of the level of significance of the score (t-test) also showed that there was a significant improvement

in pupils' writing skill. It was proved by the result of the t-test computation which was higher than the t-table.

*Table 1. Pupil's writing skill improvement*

	<b>Pre-test</b>	<b>cycle 1</b>	<b>cycle 2</b>	<b>post-test</b>
<i>Average score</i>	<i>62.23</i>	<i>67.45</i>	<i>80.47</i>	<i>94.65</i>

#### IV. CONCLUSION

In line with the previous action; class observation, pre-test, cycle 1, cycle, and followed by post-test, overall showed us that finding difficulties word technique has significantly effect on pupil's writing skills of narrative text at pupils SMPN 2 Merauke in academic year 2017/2018. It was proven when they could write and develop story in a good paragraph, built in narrative text structures for instance theme, plot, setting, vocabulary, and character. It is implied that learning narratives text easier whether pupils ask for difficulties in the beginning of class. 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 narrative text. They will think critically and do extend idea after finding difficulties words, continuing fill it up in good narrative paragraph.

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