TEACHING WRITING BY USING SYNERGETIC TEACHING STRATEGY TO THE EIGHTH GRADE STUDENTS OF SMP NEGERI 3 LUBUKLINGGAU

Ardayati[1]

ABSTRACT: This research aimed to find out whether or not it is significantly effective to teach writing by using synergetic teching strategy to the eighth grade students of SMPN 3 Lubuklinggau. Method used was pre-experimental. The data was analyzed through four techniques: individual score, minimuntuum mastery criteria, normality testing, mtched t-test calculation. Therefore, the null hypotheses (H0) was rejected and the alternative hypotheses (Ha) was accepted. It can be concluded that it was significantly effective to teach writing by using synergetic teaching strategy to the eighth grade students of SMPN 3 lubuklinggau.

MENGAJAR MENULIS DENGAN MENGGUNAKAN STRATEGI PEMBELAJARAN SINERGIS UNTUK SISWA SMP NEGERI 3 LUBUKLINGGAU

Key words: teaching, writing, Synergetic Teaching Strategy

ABSTRAK: Peneilti ini bertujuan untuk menemukan keluaran apakah ada atau tidak pengaruh yang sinifikan dalam mengajar menulis menggunakan strategi pengajaran sinergy pada kelas 8 di SMP 3 Lubuklinggau. Metode yang digunakan adalah pre-experimental. Analisa data melalui 4 tehnik, individu, score, kreteria ketuntasan maksimal, test normality, gabungan kalkulasi t-test .Daripada itu , hipotesis null (Ho) ditolak dan hipotesis lainnya (Ha) diterima. Itu dapat di simpulkan adanya pengaruh signifikan pada pengajaran menulis menggunakan pengajaran sinergi pada tingakat 8 siswa SMP 3 Lubuklinggau.

Kata Kunci : mengajar, menulis, strategi mengajar sinergi

INTRODUCTION

According to Byrne (1998:1), writing involves the encoding message of some kinds which is translated into ideas language. It means that writing is one of the way communications in written form.In learning writing, the students are difficult to start, and they are confused what they are going to write and how to arrange their sentences into a good paragraph. It is not easy for students to do it because they have to pay more attention to the written aspects and to the spoken aspect of the language.

In addition, Linse (2006:101) states that writing is the process in formulating ideas and writes them into paper. The process writing involves the process step necessary to produce a good quality final piece of writing. The process begins by thinking about what is going to be written choosing a topic and collecting ideas both formally and informally.

Furthermore, writing is a creative act; the act of writing is creative because it requires interpreting or making sense of something: an experience, a text, an event. Writing is a creative behaviour, the behaviour of creative writing because it requires an understanding or feels something: an experience, writing, events.

---

[1] Dosen Prodi Pendidikan Bahasa Inggris, STKIP-PGRI Lubuklinggau; Email: ardayati470@yahoo.com

However, from the interview which was done by the researcher to the English teacher, the writer found out that the students had problems in writing. The problems were: (1) many students had difficulties about grammar and vocabulary, (2) the students' motivation in writing class was low, the students were not exposed and tended to be passive during the teaching and learning process, (3) the students had no certain objectives in learning writing, and (4) the students were difficult to develop the topics or titles which were given by the teacher.

Based on the fact above, it needs to overcome those problem. The teacher needs to use Synergetic Teaching strategy in teaching writing which was given students the opportunity to summarize what they had learn and to present their summary to others. According to Silberman (2011:28), Synergetic Teaching Strategy is a good expected to be strategy to move the students get conclusion what they have learned.

In addition, it is expected to help the students write well in English and make the student to arrange the word in sentences, paragraph, and paragraphs into a composition in which the message understand and grammatically correct.

METHOD

The research method used in this study was pre experimental method. In this research, there are two variables, independent and dependent variables. The independent variable is the factors manipulated in order to see what effect the changes introduced. It is simply a technical term to be administrated to the subject on the teaching narrative text by using approach in order to test a hypothesis about a cause and effect relationship. Independent variable was the treatment of teaching writing by using Synergetic Teaching Strategy and the dependent variable is the students' writing score.

There are 305 students of eighth classes in SMP Negeri 3 Lubuklinggau treated as the population of the research.The sample was VIII.6 as the sample group with the total number was 36 students.In collecting the data, a written test was applied. There was one test and was administered twice to the students in this study, they were pre-test and post-test.

First, the data concerned with the pre-test scores, the data concerned the scores of the students in the post test. In analyzing the data obtained from the test, the writer applied three techniques. They were:(1) individual score, (2) comparison to minimum mastery criteria (MMC), (3) normality testing (4) matched t-test.

A good test should be valid: that is, it should measure what it is intended to measure and nothing else. If a test does this, it is said to be valid. To what extent is an oral interview valid test of the oral skill (Heaton, 1988:153). To make the test materials have high degree of the content validity, the writer will consult her thesis to the two advisors designing it, therefore, the test materials really measure the students' writing skill.

DISCUSSION

Before the experimental treatment, the writer got the students pre-test score, then after the experimental treatment the writer did the post-test. Those the pre-test and the post-test scores were analyzed. There are five criteria of the analysis. They are 1) the Content (C), 2) Organization (O), 3) Vocabulary (V), 4) Language Use/ Structure (S), and 5) Mechanics (M). The scores were calculated by the rater I

and the rater II, then, the results of those two raters were added and then they were divided by 2. In analyzing the students' pre-test and pos-test scores, the writer identified the highest score, the lowest score, and the mean score of each student for pre-test and post-test.

Moreover, the writer interpreted the students' progress between the pre-test and the post-test. As a result, there were five findings of the calculation from this research; they were the data findings of 1) the pre-test writing score 2) the post-test writing achievement, and 3) the result of normality test, and 4) the result of Matched t-test. In this study, it was found out that it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students of Junior High School Negeri 3 Lubuklinggau in the academic year of 2015/2016 was effective. More information about the findings of the study were described below.

The result of pre-test calculation revealed that the highest score was 87 which was reached by four students and the lowest score was 34 reached by one student. Finally, it was found out that the average score of pre-test was 63.22. In the pre-test there were 14 students who were in the "mastered" qualification, and there were 22 students who were in the "failed" qualification.

In the post-test, the highest score was 90 reached by four students, and the lowest score was 40 reached by one student, while the average score was 72.66.In the post-test there were 23 students who were in the "mastered" qualification, and there were 13 students who were in the "failed" qualification.

Based on the calculation of normality in the post-test at appendix, the researcher find out that $\chi^2_{obtained=}$ 12.393 with degree of freedom (df) = 7 (8-1). Since qualification is 95% (0.05), and the $\chi^2_{table=}$ 14.067. The data were normal, because $\chi^2_{0btained} < \chi^2_{table..}$

Based on the calculation above, it was found out that $t_{obtained}$ was 5.45. Therefore it must be compared to the t_{table} with the significance level 5% was 1.684. Therefore, t_{obtain} was higher than t_{table} (5.45 >1.684). Based on the criteria of testing hypothesis, if t_{obtain} was higher than $t_{table,}$ it meants that Ha was accepted and automatically Ho was rejected. In the other words, it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students at SMP Negeri 3 Lubuklinggau.

Referring to the explanation of the research result above, the writer interpreted that after doing the experimental treatment research by using Synergetic Teaching Strategy, the researcher found out it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students at SMPNegeri3Lubuklinggau in the academic year of 2015/2016. It could be seen from the students' average score before and after the treatment. In the pre-test, the students' average score was 63.22, and it changed to be 72.66 in the post-test.

In the pre-test, the writer found that the highest score was 87, it was achieved 4 students, and the lowest score was 34, it was obtained by 1 student. There were still 14 students or 38.88% who were in "mastered qualification, but there 22 students or 61.11% who were still in "failed" qualification. It means that the students' scores in the pre-test still need improvement. The students' low achievement happened because of some reasons. First, the students still provided inadequate development of the topic. Besides, the ideas on their compositions were not clearly stated and there were insufficient supporting details for the main ideas.

Teaching Writing By Using Synergetic Teaching Strategy To The Eighth Grade Students Of Smp Negeri 3 Lubuklinggau

ARDAYANTI

In line to this opinion Oshima and Hogue (1999:17) the supporting sentences are important to support a topic sentence. Besides, the supporting sentences should be in logical order. Moreover, the supporting sentences should cover the uses of examples, details, anecdotes, facts, and statistics. It means that the students should provide those elements because without good supporting sentences therefore, the paragraph will not be well developed. In terms of content, they still used limited range of vocabulary and inappropriate word so that the meaning was hardly understood. Finally, in terms of grammar, many of them still made mistakes in using tenses. Even the sentence patterns such as S + V + O were not constructed well by them. It means that most of them did not have any good basic of grammar. Therefore, their grammar mastery on their writing was low, it made their composition was poor and far from perfect. However, after the writer gave the treatment using Synergetic Teaching Strategy, the students could minimize their errors; especially they could improve their writing ability and express their ideas in writing narrative text.

Furthermore, the mean score in the post-test was 72.66. The highest score was 90 achieved by four students and the lowest one was 40, it was achieved by one student. Based on the average ability, it could be interpreted that their ability in writing narrative text was mastered. Therefore, it could be concluded that there were students' improvement in improving the eighth grade students' ability in writing narrative text by using Synergetic Teaching Strategy.

There were some reasons why Synergetic Teaching Strategy can enhance the students' achievement in writing the narrative paragraph. Firstly, Synergetic Teaching Strategy led the students to have more practice to write. Thus, it made them to write a lot and made progress. In other words, the writer believed that the activities of Synergetic Teaching Strategy produced a good value to the students' prior knowledge in writing. This opinion is in line to what Brown (2000:280) says that input refers to what the learners take with them over a period of time and can later remember. It means that inputs (prior knowledge) that the students had will become intake when they were regularly given practices.

Secondly, Synergetic Teaching Strategy improves the grammar students' achievement in the paragraph development since the students were given a sort of performance besides their competence. The learners have done in developing paragraph is their performance while what enables them to do is their competence. From the expert opinion above it can be concluded that the students' performance refers to the actually use of language; while competence refers to the learners' ability to comprehend and produce sentences including their knowledge of what are and what are not sentences in a particular language.

Finally, Synergetic Teaching Strategy activities motivated the students to write to get appraisals or satisfactory remark from the writer. It means that when the treatment was being done by the writer, some students were really enthusiastic to get the revisions of their writing. They even went back and forth to the class in order to make their result of composition to be better. In addition, that emotional reaction to the learning experiences is the essential foundation for in the cognitive process. Briefly, it can be concluded that Synergetic Teaching Strategy created the students motivation to write and Synergetic Teaching Strategy made the students feel enjoyable and motivated to write, especially in writing narrative text.

ARDAYANTI

The significant effect of Synergetic Teaching Strategy in improving the eighth grade students' ability in writing narrative text could be proven from the result of matched t-test calculation. In the pre-test, the students' average score was 63.22. It meant before being taught, their ability was enough qualification. In contrast, in the post-test, their average ability score increased to be 72.66. It meant that after being taught, their average ability increased to be moderate qualification.

These findings showed that it was found that Synergetic Teaching Strategy was effective in teaching paragraph development in writing. There was increasing of the average score in the pre-test to post-test. In teaching Composition through Synergetic Teaching Strategy, it was found out that discovered the nature of the problems in the written English of students in developing hypotheses about the problems in writing and made suggestion for their remediation through Synergetic Teaching Strategy. However, this problem could be minimized and solved through Synergetic Teaching Strategy activities.

Based on the result of matched t-test calculation, it showed that the $t_{obtained}$ was much higher than the t_{table}. The $t_{obtained}$ was 5.45, while the t_{table} in the significant level 5% was 1.684. It meant that the null hypothesis (Ho) was rejected and automatically the alternative hypothesis (Ha) was accepted. This indicated that it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students at SMP Negeri 3 Lubuklinggau.

CONCLUSION

Based on the findings presented in previous chapter, it could be concluded that it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students of SMP Negeri 3 Lubuklinggau in the academic year of 2015/2016. The students' average score in the post test was 72.66 and the studednts' average score in the pre-test was 63.22. The students made progress. Their average ability changed from the "failed" to be "mastered".

The progress could also be seen in match t-test analysis. Accordingto this analysis, as described earlier, the writer found the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected since the result of the caculation of the matched t-test was higher than the t-critical value. The obtained was 5.45, it was in fact higher than 1.684 as its critical value. Furthermore, the writer concludes that it was significantly effective to teach writing by using Synergetic Teaching Strategy to the eighth grade students at SMPNegeri3Lubuklinggau.

REFERENCES

Brown, H. D. (1987). *Principle of Language Learning and Teaching.*New Jersey: Prentice Hall, Inc.

Byrne, D. (1998). *Teaching writing skills.* Harlow: Longman Ltd.

Fraenkel, J., R., & N. E. Wallen. (1993). *Educational Research: A Guide To The Proces.* New York, NY: McGraw-Hill, Inc.

Heaton, J. B. (1988). *Writing English Language Tests.* New york: The United States of America.

Linse, C. (2006). *Practical English Language Teaching Young Learners.* New York: McGraw-Hill.

Oshima, A and Ann, H. (1999). *Writing Academic English.* Ny: Longman.

Silberman, M. (2011). *ActiveLearning.*Massachusetts: Asimon Schuster Company