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IMPROVING THE WRITING SKILLS ON INVITATION CARD USING WRITING PICTURE LEARNING MODEL IN CLASS X STUDENTS OF SMK KARYA NATIONAL KUNINGAN

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Info Artikel	Abstract

This aims of this research to determine the improvement of invitation card writing skills by applying the writing picture learning model. This research is Classroom Action Research (PTK) using the Kemis and Mc Taggart model. The research was carried out at Karya Nasional Kuningan Vocational School for class X students. The research data was analyzed using quantitative descriptive statistics. The results show that the writing picture learning model can increase student learning activities, namely in cycle I. Students achieved an average score of 7.0 with details: a score of 8.5 in the good category for 4 students (13%), a score of 8 in the good category for 8 students (25%), a score of 7 2 students (6%) in the sufficient category, 18 students (56%) in the almost sufficient category. So that in cycle I it can be categorized into almost sufficient groups. The average score achieved by students in this second cycle was 80 with details of a score of 90 with a very good category of 5 students (16%), a score of 85 in the good category of 8 students (25%), a score of 80 in the good category of 4 students (13 %), a score of 75 categories is more than sufficient for 12 students (38%) and a score of 7 categories is sufficient for 3 students (9%), so it can be concluded that the students' skills in writing invitation cards using the writing picture learning model in cycle II are in the group Good. Based on the research findings above, it can be concluded that applying the writing picture learning model can improve invitation card writing skills in English lessons.

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INTRODUCTION

There are two types of language used by humans in communication. The variety of language required for communication between humans to run smoothly is the variety of spoken language and the variety of written language, meaning that the variety of spoken language uses speech and hearing instruments while the variety of written language uses writing and writing (Petrias, 2013). Language is believed to have an important role in the world because everyone uses it to communicate with other people (Adhiyasa, 2022).

There are several aspects of skills that must be mastered by a student based on the various languages above. These skills include four aspects of skills, namely reading, writing, listening and speaking (Petrias, 2013).

Writing ability is one of the skills promoted in the National Literacy Program in order to develop potential and participate in the social environment. Writing is one of the language skills after listening, reading and speaking. Through writing we can convey ideas, opinions, or just tell something to other people. Puspitasari revealed that compared to the three other language skills, writing skills are more difficult to master, even for native speakers of the language concerned (Puspitasari, 2020).

Writing is an activity of expressing thoughts or feelings (Muchtar et al., 2020). In line with what Athaini said, writing is also a thinking process to express thoughts in the form of discourse (an essay) (Athaini, 2021). Another thing stated by Anwar is that writing is a work of creating ideas, expressing thoughts and organizing them into good sentences or paragraphs (Anwar et al., 2003). On the other hand, composing or writing is a literary activity that is expressed spontaneously by using imagination as an aid to the mind (Situmorang1, 2019).

Writing skills can be applied when writing essays, news, blogs, poetry or letters. Of the several examples that will be used by researchers, namely the skill of writing invitation letters or invitation cards.

An invitation card is a short functional text. Meanwhile, written invitation cards are cards written to invite someone to come to a certain event (Chandra & Lismay, 2022).

An invitation letter is a letter issued by a person or organization with the aim of inviting someone to attend an event or activity (Astria et al., 2023).

As previously explained, there are several factors that influence the teaching and learning process of writing skills. So the students have difficulty in writing English. The problem faced by students is that they do not master English vocabulary, students cannot express ideas for using English words. Furthermore, students still have difficulty determining word choices. They are always confused in choosing words that match the given theme. Another problem they face is the students' low motivation to learn English. They stated that English was difficult. They are not interested in learning English so they just go to class and when the teacher asks them to participate in class/asked to hone their writing skills, the students become passive and rarely anyone responds directly.

One of the model that can be used to support writing learning achievement is by using the writing picture model (Athaini, 2021). Based on the researcher's analysis of the problems above, the use of the writing picture learning model as an alternative solution to the problem is expected to improve students' ability to write invitation cards.

RESEARCH METHOD

This research uses qualitative research methods and the type of research is Classroom action research. This research aims to improve and improve the learning practices carried out by teachers.

The characteristics of classroom action research according to Rizal are (1) the problems that are used as research objects arise from the world of research work; (2)

aims to solve problems in order to improve quality; (3) using diverse data; (4) the steps are cyclical; (5) prioritizing group work (Rijal, 2009).

In Classroom Action Research, teachers evaluate their teaching activities and then make improvements based on the results of the evaluation. In learning English, this classroom action research has one aim, one of which is to develop strategies or techniques in learning that can help students appropriately so that students can master English (Latief, 2018).

The PTK model used is the Kemis and Mc Taggart research model (Noge, 2019). Mc Taggart's model consists of four sequential components, namely planning, action, observation and reflection, which in implementation and observation are carried out simultaneously. This means that observations are made during the learning process.

This research was conducted in class X at Karya Nasional Kuningan Vocational School. This research was carried out through Classroom Action Research (PTK) through cycles. This research procedure was carried out in two cycles, namely cycle I and cycle II using the writing picture learning model referring to the Kemis and Mc Taggart design which includes 4 stages. The stages in cycle I are as follows:

The procedures for carrying out actions and implementing actions in class X at Karya Nasional Kuningan Vocational School in the first cycle are as follows.

a) Planning

At this stage the researcher determines alternative actions in an effort to improve students' conditions and abilities in learning writing practice. First, the researcher identified the problems that arose in class X students' English learning. The researcher also conducted a pretest to determine the students' initial ability to write invitation cards. After knowing the learning implementation and students' ability to speak English, the researcher designed a scenario for implementing English learning using the writing picture learning model which was considered the most effective in improving students' ability in writing skills. So that the implementation of actions is as desired, researchers also prepare materials and facilities to support the implementation of learning. Supporting facilities used in the first cycle.

Researchers also created instruments to observe the course of English learning and measure students' ability to speak English after the implementation of the first cycle of actions. The instruments used were observation, field note sheets and interviews.

b) Implementation of Actions

The first cycle in this research carried out two meetings. The use of writing pictures in English learning activities on the topic of invitation cards in the first cycle was carried out according to plan. Initially, to provide students with an understanding of invitation cards, the teacher invites students to discuss invitation cards, what things are used to make invitation cards. Once finished, the teacher continues by explaining the material and the activities that will be carried out. The teacher divides students into several groups to discuss and practice using the writing picture learning model.

c) Observation

When English learning was taking place, the researcher carefully observed the learning atmosphere, student behavior, and student reactions to the use of the writing picture learning model in invitation card material.

d) Reflection

Researchers try to understand the processes, problems and obstacles found in the implementation of actions that have been implemented. The results of the observations have been described in the form of field notes by the researcher and identified problems that need to be corrected.

The second cycle of this research was also carried out twice as much as the first cycle. In the first cycle, students already know and understand the invitation card material. So that in the second cycle, students understand better how to discuss using the writing picture model. If the two-cycle action plan in this research is successful, then the classroom action research using the writing picture learning model will be stopped.

FINDINGS AND DISCUSSION

The research was carried out in 2 cycles, where each cycle was carried out in 3 meetings, namely 2 meetings for learning and 1 meeting for testing. The data collected in this research is data about student learning activities and achievements. The data that has been collected is analyzed according to previously established data analysis techniques. The following is a table of student learning outcomes in cycle I:

Based on the table above, it shows students' skills in writing English on invitation card material. Students achieved an average score of 7.0 with details: a score of 8.5 in the good category as many as 4 students (13%), a score of 8 in the good category, 8 students (25%), a score of 7 in the good category, 2 students (6%), the almost enough category, 18 students. (56%). So that in cycle I it can be categorized into almost enough groups.

In cycle II there was an increase in the grades obtained by students, the actions taken by the researcher as long as the researcher provided clear and good guidance and direction according to the students' needs. Judging from the results of cycle II, it is known that students' English writing skills on invitation card material using the writing picture learning model have improved. In the second cycle test given after correction by the researcher, the following results were obtained:

Students' English Learning Outcomes at the End of Cycle I

No	Nilai	Frekuensi	Fx	%	Kategori	Nilai Rata-rata
1	100					
2	9.5					
3	9					
4	8.5	4	34	13%	Baik	
5	8	8	64	25%	Baik	225/32
6	7.5					
7	7	2	14	6%	Cukup	**70**
8	6.5	10	65	31%	Hampir Cukup	
9	6	8	48	25%		
10	5.5					
11	5					
Jumlah		32	256	100%		

Students' English Learning Outcomes at the End of Cycle II

No	Nilai	Frekuensi	Fx	%	Kategori	Nilai Rata-rata
1	100					
2	9.5					
3	9	5	45	16%	Baik Sekali	
4	8.5	8	68	25%	Baik	
5	8	4	32	13%	Baik	
6	7.5	12	90	38%	Lebih dari cukup	
7	7	3	21	9%	Cukup	
8	6.5					
9	6					
10	5.5					256/32 =
11	5					80
Jumlah		32	256	100%		

Based on the table above, the average score achieved by students in this second cycle is 80 with details of 90 with a very good category as many as 5 students (16%), 8 students with a score of 85 in the good category (25%), a score of 80 in the good category as many as 4 students (13%), 12 students (38%) scored 75 categories more than enough and 3 students (9%) scored 7 categories enough, so it can be concluded that the students' skills in writing invitation cards using the writing picture learning model in the cycle II is in the good group. Below is a bar diagram of the acquisition of English cycle II learning outcomes.
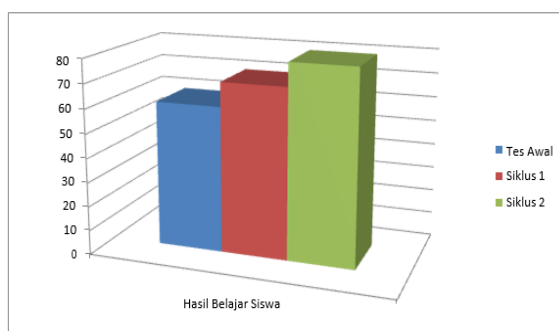
English Learning Outcomes Cycle II

After analyzing the data from the results of observations carried out through process assessments and performance tests, researchers and observers carried out reflection. This reflection aims to find out the extent of the success of the learning carried out by the researcher after carrying out the second cycle of action. The final data resulting from data processing and analysis shows a significant improvement. In general, learning in cycle II has gone better than in the previous cycle I. So it can be concluded that learning using the writing picture model can overcome students' problems in understanding invitation card material. This proves that the implementation of actions in the second cycle received a positive response in the classroom action research that was carried out.

DISCUSSION

From the initial test results, the average obtained by students was 60.3. In cycle 1 there was an increase to 70.3 and in cycle II there was a better improvement with the average score obtained by students being 80. So that students' skills in writing English invitation card material for class X SMK Karya Nasional Kuingan Kuningan increased.

The percentage of student learning completeness in English subjects with invitation material by applying the writing picture learning model can be said to be going well. The writing picture learning model is able to improve students' writing skills by providing an even contribution to all students in the class. Writing skills will bring a person success, so writing skills need to be developed.

Writing picture helps students have the same opportunity to be active in expressing their writing based on the picture provided, their opinions so that there is equal opportunity in distributing group assignments. According to students, after learning using writing pictures, it is easier for students to learn English and practice writing English with their friends. Classroom learning becomes interesting and fun. Even in class learning, students have begun to be confident in appearing and speaking using the English language they have mastered.

Classroom learning that is fun and interesting can help increase students' motivation to study well and practice the skills they have. So as a teacher you must be able to be a facilitator and motivator for all students. Quality learning also depends on how a teacher can manage the class or whether the learning and teaching process in the class runs well and is enjoyable with the methods or strategies used.

CONCLUSION

Based on the results of research and discussion regarding improving writing skills on invitation card material using the writing picture learning model in class In cycle I, the

average student score was 70 in the sufficient category. However, student completion was only 44% of the 32 students, so improvement was needed. In the second cycle, it increased from 70 (fair) to 80 in the good category. 2) Students' writing skills on class X invitation card material have also improved. The percentage of student completion in cycle I was 44% out of 32 students or only 14 students completed cycle 1. These results indicate that in cycle I, students did not meet the criteria for the percentage of completeness of learning outcomes that had been determined. This encouraged researchers to make improvements in cycle II, the results of the class average score and students' speaking skill completion increased, namely the students' average score became 80 and the students' learning completion percentage became 97% (high).

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