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VERBAL CARD TO IMPROVE STUDENTS' WRITING COMPREHENSION IN PASSIVE VOICE

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Abstract

Rini Rismiyati, Rizqiyawati. 2021. *Verbal Card to Improve Students' Writing Comprehension In Passive Voice. Lesson Study, English Education Teacher, SMK Muhammadiyah Kota Pekalongan. This research was conducted under the considerations that tenth grade students of Vocational High School need an interesting strategy in teaching learning process. In this case, this research applied the strategies of learning based on the Verbal Card in teaching writing. In this research, the objectives of the study are (1) to know the students' motivation to learn english, (2) to know the writing comprehension in passive voice of the second grade students of SMK Muhammadiyah Kota Pekalongan who are taught using Verbal Card. This research used quantitative research. The population of this research was the second grade students of SMK Muhammadiyah Kota Pekalongan. The sample of this research was class XI RPL. The instrument of collecting data used by the researcher was a test. The test was post-test. Based on the statistical analysis, the research findings show that (1) there is the students' motivation to learn english, (2) the writing comprehension in passive voice of the second grade students of SMK Muhammadiyah Kota Pekalongan who are taught using Verbal Card is good. It is shown by the mean of post-test 80.45, Based on the research findings, the researcher suggests that the teacher may use an interesting method in writing class. Teacher can develop his/her students writing skill by using Verbal Card because it proved that Verbal Card is effective to be used to teach writing in passive voice.*

Keywords: Verbal card, writing comprehension, lesson study

1. INTRODUCTION

Motivation comes from the Latin word "movere" which means encouragement or propulsion. According to Fillmore H. Standford (2017:93), "motivation as an energizing condition of the organism that services to direct that organism toward the goal of a certain class" (motivation as a moving condition) man towards a specific purpose). According to Sardiman (2018:73), motive It can be said to be the driving force from within and within the subject. to perform certain activities to achieve a goal.

English is the most language used by global society as a media to communicate at this era. According to Brown (2001:118), English is increasingly being used as a tool for interaction among nonnative speakers. In English contain of skills that must be mastered by the speakers. One of the skills is writing.

Based on Richard & Renandya (2002:303), they argue among the four language skills, writing is the most difficult skill for second or foreign learners to master. In the researcher opinion, writing is difficult because, some people cannot describe their idea into English. Sometimes, they do not know the English version of their own word. When they know the English version, somehow they do not know how to write it in the correct

spelling.

Verbal card is a medium in the form of pieces of paper and in it are listed some English vocabulary. (By team lesson study of SMK Muhammadiyah Kota Pekalongan). Lesson study is a model that seeks that teaching and learning activities can develop in a better direction by cooperative (cooperation) conducted by teachers. So this lesson study is almost the same as PTK (class action research).

The lack of understanding of students in writing English is due to lack of vocabulary in English and lack of understanding of sentence preparation. The importance of verbal cards is to increase the addition of vocabulary, especially in past verbs and able to increase motivation to learn English. The importance of lesson study in this case is to examine the extent of students' understanding of the material provided by the teacher. In this case, lesson study is able to improve the quality of teachers in teaching because there are some reflections from observers.

The statements of the problem in this research are as follows (1) the students' motivation to learn English is low, (2) the students' writing comprehension is low.

The objectives of the study are as follows, (1) to know the students' motivation to learn English, (2) to know the writing comprehension in passive voice of the second grade students of SMK Muhammadiyah Kota Pekalongan who are taught using Verbal Card.

2. METHODOLOGI OF THE RESEARCH

According to Hopkins (1993), PTK is called classroom action research. This is because this type of research is able to offer a variety of new ways and procedures that are more effective and useful in improving and improving the professionalism of teachers in the learning process in the classroom.

The study of this class action uses quantitative research, namely by post test. This research was conducted on students of class XI RPL (Software Engineering) vocational high school of Muhammadiyah Kota Pekalongan. Data obtained through the implementation of lesson study steps, namely: **plan, do and see**.

In the early stages of the plan, our team conducted discussions related to the problems that will be raised to learners. At the "do" stage, our team chooses one as a model teacher on the implementation of open class. Stage "see", the team of model teachers and observers give each other related reflections on the learning process.

Data obtained from observation and success rate of learners motivated and able to compose sentences in English. The data obtained as an attempt to describe and interpret objects as they are, and describe the reality that we get from open class activities. The material taught is identification of verb 1,2,3 and an increase in the ability of learners in writing English sentences (Passive Voice), which is done by model teacher and some teachers as observers.

Data obtained in the plan process, do and see from the lesson study stage, analyzed. These results are seen in direct observation of liveliness and the results of each step in the "do" process related to learning English more fun and improving the ability of learners in writing passive voice sentences.

3. RESEARCH FINDINGS AND DISCUSSION

3.1 The Students' Motivation to Learn English

Learning something is sometimes not easy, one of them is English. Not infrequently learners are sometimes discouraged and unable to learn more. In this case, the teacher must be creative in making a unique and interesting learning process design.

Based on observations in the field, where participants faced by the majority of students who are active and cannot remain silent. So this is where the source of teacher creativity appears, model teachers find verb learning methods more easily and pleasantly with "Verbal Card". Rapid learning method in remembering verbs in English to improve the ability of students in applying passive voice sentences.

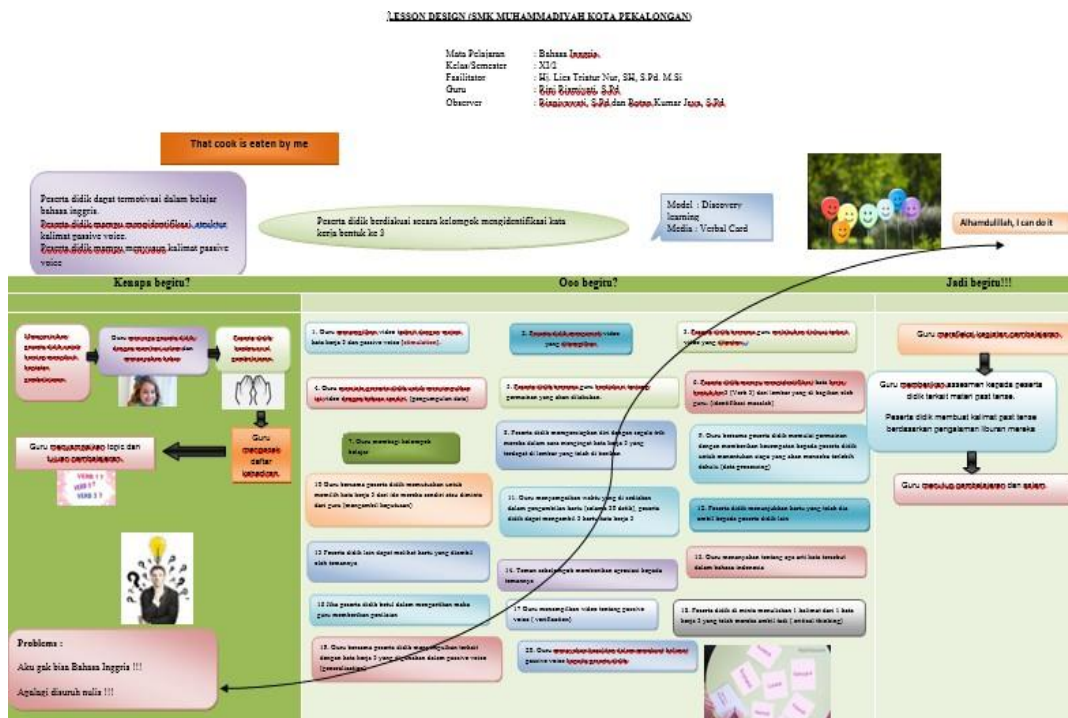
In this study found an increase in motivation to learn English, this is evident from the activeness of students in the classroom. In this study by using verbal cards students can write English sentences, especially in passive voice. Seen from the results of the sentence they make.

3.2 The Students' Writing Comprehension

1. Plan (Make Lesson Design)

In the planning stage, teachers who are members of the Lesson Study team collaborate to compile lesson design, which applies learning centered on learners. Planning begins with activities to analyze the needs and problems faced in learning, such as: learning goals, motivation of students in facing English lessons, the ability of students in making sentences in English and soon. The goal is to be known the real conditions that will be used for learning purposes, then find solutions. This activity resulted from lesson design from Passive Voice material, class XI RPL (Software Engineering), SMK Muhammadiyah Kota Pekalongan. The purpose of lesson design material in passive voice material. Learners will have motivation to learn and improve passive voice writing skills.

The goal of this discussion, will be obtained an overview of the impact of increasing motivation to learn English and the ability to write sentences in English in the classroom. In this activity that we discussed is why there are still students who have the thought that English is difficult, we also often find the majority of learners are not able to write passive voice, based on both reasons we find in the field, then we make this lesson design. The product of this activity is lesson design motivates learning English and improves the ability of learners in composing sentences in english at past events.



Lesson Design

2. Do (Teacher model of carrying out learning, other teachers as observer).

At this stage there are two main activities, namely:

- (1) learning activities carried out by one of the model teachers, and
- (2) observation activities or observations carried out by the team of lesson design teammates and facilitators from the principal, plus teachers who act as editors.

The model teacher carries out learning in accordance with the RPP and lesson design that has been made. The Observer observes the behavior of each of the students in the learning process, through the activities of seeing and hearing that he obtained in various ways, such as recording, photographing, recording through video camera for documentation purposes as further analysis material. The Observer collects data on identified behavior. Are students

enthusiastic about learning English, especially with the verbal card method and whether there is an increase in the ability of students in writing passive voice.

At this stage of learning is carried out by model teachers with class samples at level XI RPL (Software Engineering) for 2 hours, in room 14 on Tuesday, 21 December 2021 from 8 a.m to 10 a.m.

Based on the lesson design that we have designed together, in the percentage of teaching and learning activities in this open class, teachers start with early activities such as learning in general, namely, greetings, praying, checking the presence of students.

Teachers stimulate learning with ice breaking game "369", where learners are able to pronounce the numbers 1-10 in English in a way: Students who get a turn mention the numbers 1,2, 4,5,7 and 8 (mentioned out loud) ' while students who get a turn on the numbers 3, 6 and 9 are just a slap (without saying). The teacher starts in the appropriate order. From the front sitting position (from left to right) continue backwards from right to left position (as soon as it reaches the backmost seat position) after arriving at the last corner further to the front position (initial start). In the stimulation of this game can also be created according to the condition of learners. For example, after students are able to play smoothly, then the teacher can make variations by using the same snake groove. However, appointing the starting position does not have to be from the initial front position, it can also be from any position. But still use the snake groove as before.

Stimulation with this game aims to create a fun and competitive learning atmosphere. This is proven to motivate students in learning English. Look enthusiastic students to keep trying. In addition, this game can balance and at the same time make them more focused and ready to receive the material that we will provide later, so that students are welcome and happy more.

Heading to the material to be given, the teacher begins by presenting a video related verb 1,2,3. Then the students is given a photocopy of verb 1,2,3. Where the verb on the photocopy sheet is the same as the one on the verbal card that has been provided. The goal here is so that learners can focus on the verb (V3) that has been provided.

Teachers divide groups (2 learners in 1 group). Where two students are asked to determine who will come forward to take a verbal card and who will write the sentence passive voice. In determining the role here, the teacher also asked to each group to determine 3 verb 3 (with a mark around the word) that will be taken in front of the class later. Previously verbal cards consisting of verbs 1, 2 and 3 had been scattered first at the table in front of the class. Teachers mix verbal cards (V1, V2 and V3) with the aim of being a differentiator. In this case students should also know that English verb contain V1, V2 and V3. But in the learning process this time they focus on verbs (V3) only.

Teachers give 15 minutes to determine the role and determine the verb (V3) that will be taken later (while they discuss) the students listen English music, this aims so that the atmosphere of the classroom is more enjoyable not stressful.

Next the teacher asks readiness first by asking the students who will come forward to take a verbal card by raising their hands. It turns out that the motivation of the teacher managed

to make students enthusiastic, because it was found the group wanted to advance all first. Well, in this case the teacher has to be creative (then I ask for the winning suit forward taking a verbal card. This proves that the increase in the motivation of learners in learning English succeeds.

The role begins by offering which group will advance first this cools the development of character strengthening where students must be able to be responsible and communicative. It turns out that students are very enthusiastic to try this verbal card.

Students who play a role in this verbal card game advance in front of the table. There has been a verbal card that is prepared. The students advances and is given 20 seconds to look first and focus on the word he or she will take.

Here we appoint a helper as a time keeper and one of our observers is willing to help. Each student is given 30 seconds to take and show the verbal card to his friends and mention the meaning in Indonesian.

If within 30 seconds the students has managed to take and mention the meaning with the truth then it is considered the group succeeded (got a good score). Another friend gave a round of applause in appreciation of his friend who had succeeded.

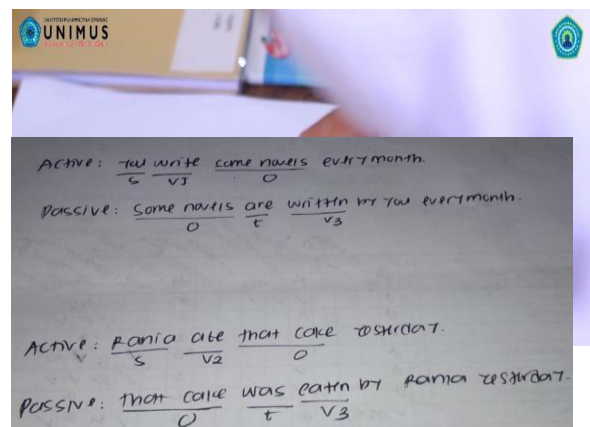
The percentage of writing ability using this verbal card reaches 90%. That is, the number of groups that fail to take and interpret only. This verbal card is proven to be able to help students in remembering verbs in English and adding vocabulary, especially verbs (V3). Next the teacher presents the video again related to how to write passive voice. Well, here changing roles, they again discussed again to make a passive voice by choosing one of the verbs (V3) that they had circled and they took earlier.

Teachers again play English music in between students discussing in this case aimed at habituation to hear English and so that learning runs casually and excitingly.

After discussing, the students came forward and wrote the sentence on the white board. The students' writing ability of this learning is able to improve the ability of students in making and composing English sentences that reach 90%.

At the end of learning the teacher gives the following reflection:

This refection is answered directly by each student. Thank God they are very enthusiastic and love this method. Because they can learn English with fun.



3. See (reflecting)

At this stage the whole team meets to reflect in the form of discussions. This stage is a very important stage as an effort to improve the learning process. The success of this stage depends on the sharpness of the observer's analysis. The discussion begins with the presentation of impressions, difficulties and obstacles of model teachers who have practiced learning and its solutions. All observers convey responses or suggestions wisely to the learning process that has been implemented by the model teacher, supported by evidence obtained from observations. Various conversations that develop in discussions can be used as feedback for all participants for the sake of improving or improving the learning process. All participants are expected to have records of talks taking place in the discussion.



4. Act (follow-up stage)

Some important inputs or decisions from facilitators and observer colleagues here for improvement and improvement of the learning process. From the results of reflection obtained a number of new knowledge or important decisions for the improvement and improvement of the learning process. For the development of the teaching and learning activity process to fulfill the rights of learners. Various findings and inputs submitted during discussion in the stage of reflection (check), as input for the improvement of learning in a better direction. In addition to having an impact on improvements for model teachers, it also has a managerial impact as a policy determinant. From the results of reflection, sometimes results in decisions that demand the managerial role of the leader.

4. CONCLUSION AND SUGGESTION

In this chapter the researcher presents the conclusion and suggestion following the finding of the research.

4.1 Conclusion

From the research finding and discussion above, there are some conclusions as follows:

2. There is the students' motivation to learn english of second grade students at SMK Muhammadiyah Kota Pekalongan.
3. The students' writing ability in Passive Voice of second grade students at SMK Muhammadiyah Kota Pekalongan, the lowest score of respondents' post-test score was 50 and the highest score was 90. It means that the score means have an improvement.

4.2 Suggestion

Based on the result of the research, the writer would like to put three suggestions as

follows:

1. The students

The students should improve their writing ability with using verbal card, because it can help them to solve another problem in English especially in writing ability. The students should not worried about making mistakes in learning English since for it can be able to improve their knowledge in improving their writing ability.

2. The teacher

The teacher should be creative and be able to create enjoyable teaching learning process by choosing an appropriate technique such as verbal card. It can be effective media to increase the enthusiasm of the students to learn English more.

3. The reader

The researcher recommends the use verbal card as method to teach English, especially in improving students' writing ability. The reader can use the effectiveness of verbal card to the next research and write the result of this research as the one of the references.

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