Improving the Students' Writing Ability in Using Narrative Paragraph Through ARIAS (Assurance-Relevance - Interest- Assessment - Satisfaction) Model

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Abstract: Improving the Students' Writing Ability in Using Narrative paragraph through Arias (Assurance-Relevance-Interest-Assessment-Satisfaction) Model at the Second year) Students of SMA Kartika Wirabuana XX-I Makassar (A Classroom Action Research). The researcher used A Classroom Action Research (CAR). The aims at this research is to find out the improvement of students' writing skill and their activeness in learning process through Arias Model. Two cycles had been conducted, where each cycle consisted of four meetings. It employed writing test as instrument. A number of subjects of the research were 40 students in the second year students of II IPA 3 that conducted of 31 women and 9 men. The researcher took real data from the school to know the students' writing skill. The results of the student's writing test in cycle 1 and cycle 2 had increased in different scores. There was increasing Got by students at the end action of cycle II. The research findings indicated that use of Arias Model could increase the students' writing skill. The means scores of students in Diagnostic test was 58.84 became 60.71 in cycle 1, and after revision in the cycle 2 the Students score in cycle 2 was 64.37 implemented of Narrative text. The successful of minimal criteria (KKM) was 60 while cycle 1, there were 13 (32.5%) students get poor, 27(67%) get fair, means that students who achieved the successful minimal criteria (KKM) more than a half of them. In cycle 2 there was 4 (10%) got poor and 36 (90%) got fair.

Keywords: writing *ability, narrative paragrap , assurance, relevance, interest, assessment, satisfaction*

Abstrak: Peningkatan Kemampuan Menulis Siswa dalam Menggunakan Paragraf Naratif melalui Model Arias (Assurance-Relevance-Interest-Assessment-Satisfaction) pada Siswa Kelas II SMA Kartika Wirabuana XX-I Makassar (Penelitian Tindakan Kelas). Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan menulis siswa dan keaktifan mereka dalam proses pembelajaran melalui Model Arias. Penelitian ini dilaksanakan sebanyak dua siklus, yang masing-masing siklus terdiri dari empat pertemuan. Instrumen yang digunakan adalah tes menulis. Subjek penelitian adalah 40 siswa kelas 2 II IPA 3 yang terdiri dari 31 perempuan dan 9 laki-laki. Peneliti mengambil data riil dari sekolah untuk mengetahui keterampilan menulis siswa. Hasil tes menulis siswa pada siklus 1 dan siklus 2 mengalami peningkatan pada skor yang berbeda. Terjadi peningkatan yang diperoleh siswa pada akhir tindakan siklus II. Temuan penelitian menunjukkan bahwa penggunaan Model Arias dapat meningkatkan keterampilan menulis siswa. Nilai rata-rata siswa dalam tes Diagnostik adalah 58,84 menjadi 60,71 pada siklus 1, dan setelah revisi pada siklus 2 nilai Siswa pada siklus 2 adalah 64,37 dalam menerapkan teks Naratif. Keberhasilan kriteria minimum (KKM) adalah 60 selama siklus 1, ada 13 (32,5%) siswa mendapat nilai buruk, 27 (67%) mendapat nilai cukup, artinya siswa yang mencapai kriteria minimum keberhasilan (KKM) lebih dari setengahnya. Pada siklus 2 ada 4 (10%) mendapat nilai buruk dan 36 (90%) mendapat nilai cukup.

Kata kunci: kemampuan menulis, paragraf naratif, jaminan, relevansi, minat, penilaian, kepuasan

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INTRODUCTION

Writing is one of the four skills in English that is necessary to be taught. Many students say that writing is the most difficult one. It is caused by their ignorance about what and how to write. Terry (2009:2) argues that the reason most people never write is concerned with mistakes. Graves (1994:59) assumes such mistakes are the result of their little understanding of the pre-requisite knowledge for writing, such as grammar. Writing does not merely mean applying grammatical rules; it is more students' learning to communicate their written forms without worrying in making mistakes. Indeed, they also experience problem in getting ideas, organizing ideas and developing details, choosing correct sentences, as well as maintaining paragraph unity. That's why, teacher is demanded to use method that can encourage students.

Writing process approach is designed to lead students to provide of activities to help them in wide array of writing skill necessary for academic writing (Keenan in Zainuddin, 2009:2). It changes the traditional practice, which focuses on the finished work, to a new methodology, in which students are given the experience of going through the process of writing as writers which consists of five interrelated phases: prewriting, writing, revising, editing, and publishing. During the prewriting phase, students choose a topic and generate ideas, often through brainstorming and oral discussion. Once they have chosen and explain their topic, they begin drafting. As they compose their first draft, they are encouraged to let their ideas flow on to the paper without concern for perfection in form or mechanics. After completing the first draft, students reread their papers and, with feedback from the teacher or their peers, get ready to revise. Revisions are aimed at conveying the writer's ideas as effectively as possible. Finally, the paper is edited for correct agreement, use of articles, pluralization, syntactic forms, punctuation, spelling, grammar, and other important aspects of writing in order to be presented for publishing. As result, writing process approach allows students to concentrate on one test at the time and to experience the value of peer feedback in developing their ideas for effective written expression (Paregoy and Boyle, 2005:136).

After thinking over, the researcher then decides to implement the writing process approach to improve the students writing skill in case of descriptive text. It will be held at the second grade (TKJ Department) students of SMK Nasional Makassar. In that school the researcher has found some problems related to writing skill faced by the students. The students are still lack of interest in learning writing and ability to express their own idea through writing in case of descriptive text. It is proved from their successful minimal criteria (KKM) are 65 while the students just got 58. It means very low. Such problems are found by the researcher through observation and teaching-learning process which has been done when PPL taken place.

METHOD

Research Design, this research used classroom action research (CAR) that consisted of planning, action, observation and reflecting. It conducted in two cycles each cycle comprises four meetings. Cycle one was to observe the students' competence in writing by using writing process approach. After finding the result of cycle one, the researcher would continue to the second cycle to improve the prior cycle. Research Setting, It covered research location, research time, and research cycle as following: Research location, this research was located at the second grade (TKJ Department) of SMK Nasional Makassar. The researcher chose this location because the researcher sees it was necessary to improve the way in teaching especially to improve the students' writing skill. Research Time, this research was conducted on October to November 2023/2024 academic year. Research Cycle, this classroom action research was conducted through two cycles to observe writing skill of students through writing process approach.Research Subject,Research subject in this classroom action research was the second grade students of TKJ Department of SMK Nasional Makassar.

1.   **Research Variable and Indicator**

Independent variable, the independent variable was implementation of writing process approach. It was the method used by the teacher to teach students how to write descriptive text. Dependent variable   The dependent variable was the students' writing skill in writing descriptive text. Research InstrumentIn this section, the research used two instruments for collecting data; Observation Sheet It aims to collect data about the students' participant in teaching learning process through writing process approach.

2.   **Test**

The test was used to get about the students' writing skill through writing process approach. It was done to know the improvement of writing skill of students. The test was given at the end of cycle one. Then, at the end

of cycle two a test was given again as the last evaluation test. From that last test, researcher would know the improvement of students' writing skill.

3. Research Procedure

The research procedure was divided into two cycles; they are cycle one and cycle two. Each cycle consists of planning, action, observation and reflection. It is illustrated in the following scheme:
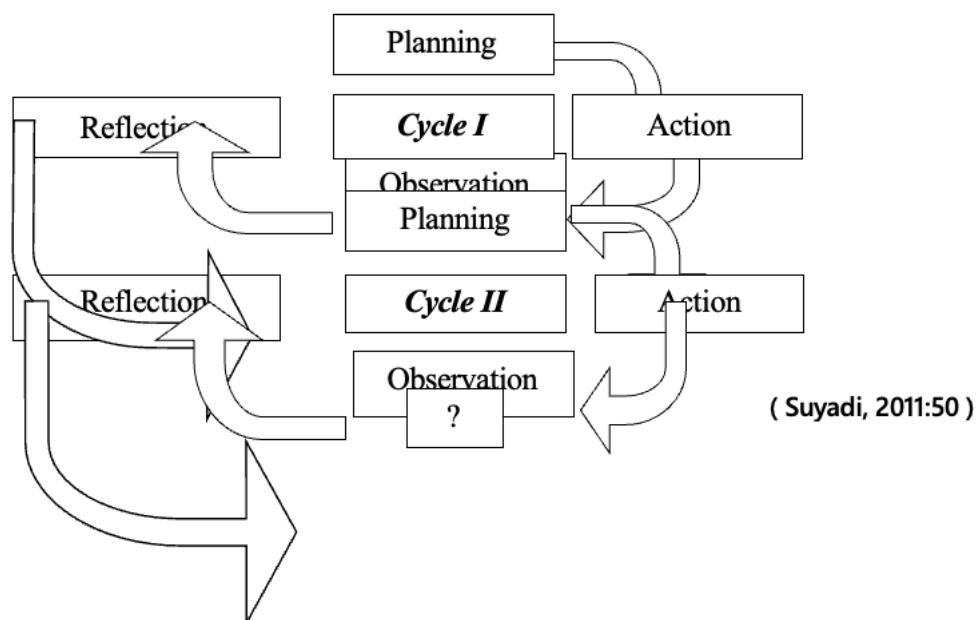

Figure 1. Research Procedures

4. Cycle I

Planning, the activities that was done in this stage as follows: Studying and understanding the material that taught. Making the lesson plan for the implementation of action. Making observation sheet to measure the activeness of students.Making the sheet of students' assessment, to measure the students' achievement in writing both in grammar and organization.

Action, the activities that were done in this stage are: The first meeting, the researcher explained the general description of descriptive text to the students.Teacher explained how and what writing process approach was. The students proposed their topic by own self or they can choose one of the titles that the teacher had prepared before the class. The teacher guided the students to pre-write to get ideas through free writing. The students arranged the ideas which are got in free writing. The students wrote a draft by developing those ideas.The second meeting: the students revised the rough draft to be a good paragraph. The students edited their writing. The students published their writing to the teacher and then teacher correct the students' writing and wrote the students' mistakes in the error sheet. The researcher made better their writing based on the error sheet. The students collected their final writing for descriptive text.

Observation, observation was collecting data activity related with the learning English process which had solving problem and learning strategy. So, in this stage the researcher asked the students to collect their final writing, to measure the students' achievement after implementing the writing process approach.

Reflection, the series of activity as like planning, action, and observation would be continued by reflection, to analyze the fault and success in the learning and teaching process. The difficulty that the researcher found in the cycle 1 is the students still difficult to get idea and organize their writing to be a good paragraph. To correct the weakness that was found in the cycle 1, so the researcher revised the lesson plan in the cycle 2.

5. Cycle II

This cycle was the continuity from the cycle one. Here, researcher improved the weakness from the cycle one.Planning, the activities that was done in this stage as follows:Making the lesson plan for the implementation of action.Making observation sheet to measure the activeness of students.Making the sheet of students' assessment to measure the students' achievement in writing both in grammar and organization.

Action, the action in this cycle was the continuity from the cycle one's step based on lesson plan. The procedure just same from cycle one namely: the first meeting: The students proposed their topic by own self or they can choose one of the titles that the teacher had prepared before the class. The researcher guided the students to pre-write to get ideas through free writing. The students arranged the ideas which are got in free writing. The students wrote a draft by developing those ideas. The second meeting: The students revised the rough draft to be a good paragraph. The students edited their writing. The students published their writing to the teacher and then teacher correct the students' writing and wrote the students' mistakes in the error sheet. The researcher made better their writing based on the error sheet. The students collected their final writing for descriptive text.

Observation, observation was collecting data activity related with the learning English process which has solving problem and learning strategy. So, in this stage the researcher asked the students' to collect their final writing, to measure the students' achievement after implementing the writing process approach. **Reflection,** the reflection had done to know the result of the students' ability in applying writing process approach after giving revision. The reflection meant for making conclusions. The researcher used cycle II as consideration things for measuring the students' ability accordance with the result of cycle I.

Procedure of Data Collection, to collect the data was done with the following procedures: The researcher used observation sheet to find out the students' participant in teaching learning process through writing process approach. It would be done in every cycle. It was summed at the end of cycle one and two.The researcher gave test to students to find out their improvement of students in writing descriptive text by using writing process approach. Researcher gave test to students by following the step below:Researcher prepared test material or topic for students.Researcher asked students to follow all steps in writing process approach to make writing.Researcher gave correction to their writing base on their mistakes.

There were two components that concerns of the researcher in this research to measure. Those were grammar and organization which used criteria as follows:

Table 1. Grammar

Classification	Score	Criteria
Excellent	90-100	Effective complex construction
very good	80-89	Effective but simple construction
Good	70- 79	Major problem in simple/ complex construction
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentences construction rules

Table 2. Organization

Classification	Score	Criteria
Excellent	90-100	Fluent expression ideas clearly
very good	80-89	Somewhat copy- loosely organized but mind ideas stand out

Good	70- 79	Not fluent but ideas stand out
Fair	60-69	Not fluent/ ides confused
Poor	0-59	Does not communicated, no organization

6. Procedure of Data Analysis

The data analysis in the classroom action research from the test was analyzed with descriptive statistics.

RESULT AND DISCUSSION

The findings of classroom action research dealing with the answer of the problem statement which aims to improve students' achievement in writing descriptive test. The findings consist of students' achievement in writing and observation result. It's about the students' activeness in teaching and learning process. To measure the students' achievement of their writing result there are two components of writing that is concerned by the researcher, namely: grammar and organization.

1. The Improvement of The Students' Ability in Writing Component of Grammar.

The average student scores on the Grammar Writing Component are presented in the following table.

Table 3. The Students' mean score in grammar

D-test	Cycle	Improvement	Mean score
59.14	I	5.76	64.90
	II	3.91	68.81

The Table 3 above show the improvement of the students' grammar and the mean score of the students. In the students' writing D-test, the mean score is 59.14. Then in cycle I shows that the students' improvement in writing grammar from D-test to cycle I is 5.76 and the mean score is 64.90. In cycle II shows the students' improvement in writing grammar from cycle I to cycle II is 3.91 and the mean score is 68.81.The research findings from the table and graphic above, indicate that there is improvement of the students' score in grammar from cycle I to cycle II, where in cycle I the improvement of students' score is 5.76 after analyzed the difficulties that the students faced in writing process and repaired the weakness in cycle I then applying Writing Process Approach and then giving them evaluation in the end of cycle II the   improvement of the students' mean score becomes 3.91. Based on the data analysis the students' score in writing grammar are got from the result of the test in cycle I and cycle II in the following figure is presented:
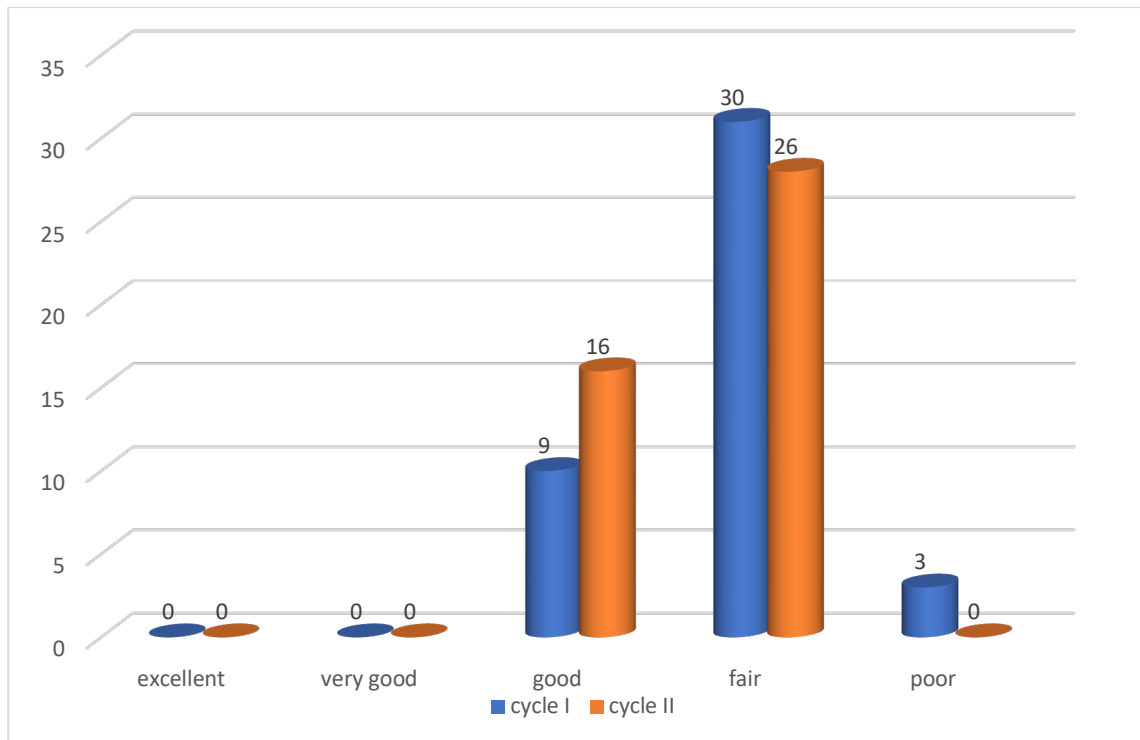
Figure 2. The Students' Tabulation of Frequency in Writing Grammar

Based on the Figure 2 above show that in cycle I there is no student get excellent and very good, there are 9 students (21.43%) get good, 3 students (7.14%) get poor. While in cycle II there is no student get poor, there are 16 students (38.10%) get good, no student gets excellent.

The improvement of the students' skill to write good paragraphs after implementing writing process approach had effect that was effective. Where, the researcher found in the data source from D-Test result in component of grammar that the students just could get score that was 59.14, it means that it was far from the target, but after implementing the students could get score 64.90 in the cycle I. In cycle II, it became 68.8. The researcher taught about the descriptive paragraph in the cycle 1 through writing process approach in the class. The researcher found that the students still difficult to write well, especially to use appropriate tense. There is also another problem that students face in component of grammar that is how to use preposition. The difficulty of the students in grammar had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle 2 by doing revision in the lesson plan which prepared in revision planning of cycle 2. The value improvement of the students' writing achievement in grammar from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (59.14) ≤ Cycle I (64.90) ≤ Cycle II (68.81), where in D-Test the students' mean score in grammar 59.14, after evaluation in cycle I the students' mean score achievement in grammar becomes 64.90, so the improvement of students' writing achievement in grammar from D-Test to cycle I is 5.76.

While in cycle II the students' mean score in grammar is 68.81, so, the improvement of students' mean score achievement in grammar from cycle I to cycle II is 3.91. From the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score achievement in grammar from D-test to cycle II namely 9.67. The result above also proves that writing process approach is able to improve the students' writing achievement significantly. It seen clearly the result of cycle II (68.81) is higher than cycle I (64.90) and D-test (59.14) or cycle II (68.81) ≥ cycle I (64.90) ≥D-test (59.14).

2.   The Improvement of The Students' Achievement in Writing Component of Organization

The students' Mean score in writing component of organization

Table 4. The Students' Mean Score in Organization

D-test	Cycle	Improvement	Mean score
61.07	I	6.79	67.86
	II	3.78	71.64

The Table 4 above show the improvement of the students' organization and the mean score of the students. In the students' writing D-test, the mean score is 61.07. Then in cycle I shows that the students' improvement in writing organization from D-test to cycle I is 6.79, and the mean score is 67.86. In cycle II shows the students' improvement in writing organization from cycle I to cycle II is 3.78 and the mean score is 71.64.The research findings from the table and graphic above, indicate that there is the improvement of the students' score in organization from cycle I to cycle II, where in cycle I the improvement of students' score is 3.1. After implementing Writing Process Approach and giving evaluation in the end of cycle II the improvement of the students' score becomes 3.78. Based on the data analysis the students' score in writing organization are got from the result of the test in cycle I and cycle II in the following figure is presented:
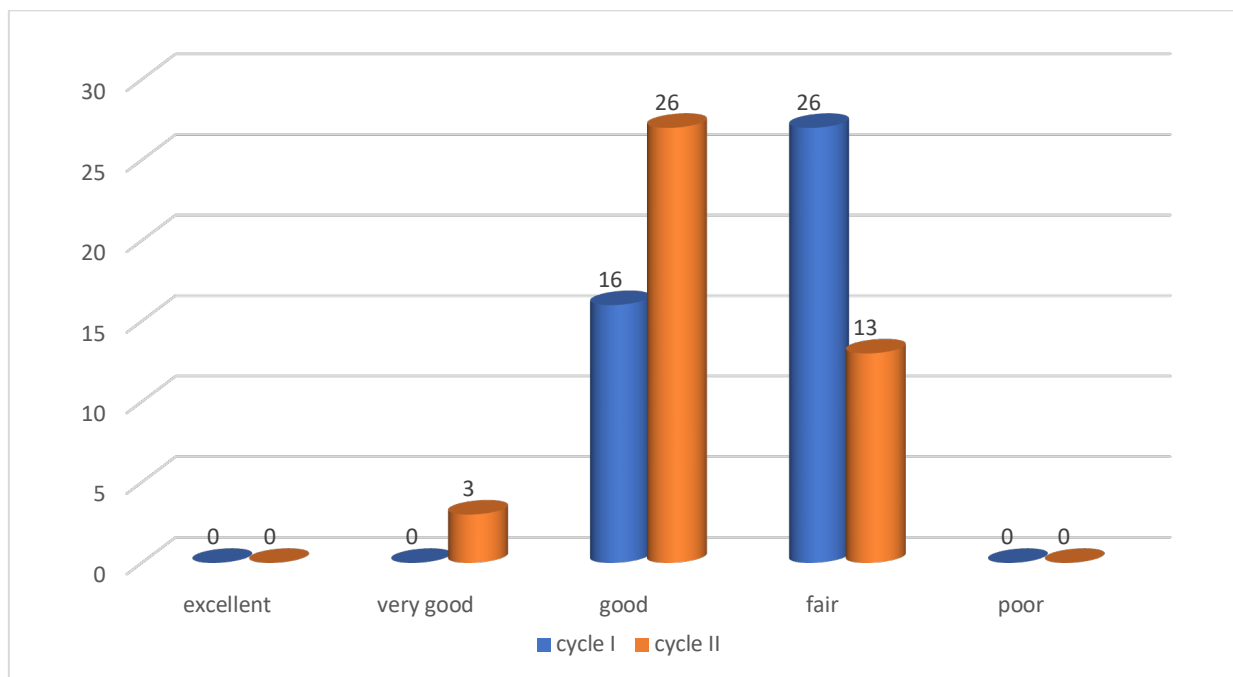
Figure 3. The Students' Tabulation of Frequency in Writing Organization

The Figure 3 above show that in cycle I there is no student get excellent, very good and poor. There are 16 students (38.10 %) get good, 26 students (61.90%) get fair. While In cycle II there is no student get excellent and poor. There are 3 students (12.5%) get very good, 26 students (61.90%) get good, and 13 students (30.95) get fair.

After implementation of writing process approach in the class, the researcher found that the mean score of data source from D-Test in organization was 61.07. In the cycle 1, the students got 67.86, and in the cycle 2, the students got 71.64. The researcher taught about the descriptive paragraph in the cycle 1 through implementation of writing process approach in the class. The researcher found that the students had difficulty to organize the idea. The students have less skill in organization element of writing. Based on the unsuccessful teaching in the cycle 1, the researcher decided to do cycle 2. In the cycle 2, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in organizing their idea. The value improvement of the students' writing achievement in organization from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (61.07) ≤ Cycle I (67.86) ≤ Cycle II (71.64), where in D-Test the students' mean score in organization is 61.07, after evaluation in cycle I the students' mean

score achievement in organization becomes 67.86, so the improvement of students' writing achievement in organization from D-Test to cycle I is 6.79.

While in cycle II the students' mean score in organization is 71.64, so, the improvement of students' mean score achievement in organization from cycle I to cycle II is 3.78. From the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score achievement in organization from D-test to cycle II namely 10.57. The result above also proves that writing process approach is able to improve the students' writing achievement significantly. It seen clearly the result of cycle II (71.64) is higher than cycle I (67.86) and D-test (61.07) or cycle II (71.64) ≥ cycle I (67.86) ≥D-test (61.07).

3. The Improvement of The Students' Achievement in Writing Result

The students' mean score in writing result presented in the following table.

Table 5. The Students' mean score in writing result

D-test	Cycle	Improvement	Mean score
59.84	I	6.54	66.38
	II	3.82	70.20

The Table 5 show the improvement of the students' writing result and the mean score of the students. In the students' writing result D-test, the mean score is 59.84. Then in cycle I shows that the students' improvement in writing result from the D-test to cycle I is 6.54, and the mean score is 66.38. In cycle II shows the students' improvement in writing result from cycle I to cycle II is 3.82, and the mean score is 70.20. The research findings from the table and graphic above, indicate that there is a significant improvement of the students' score in writing result from D-Test to cycle II, where in cycle I the improvement of students' score is 6.54, after implementing Writing Process Approach and giving evaluation in the end of cycle II the improvement of the students' score becomes 3.82.

Based on the data analysis the students score in writing result are got from the result of the test in cycle I and cycle II in the following table and figure is presented:
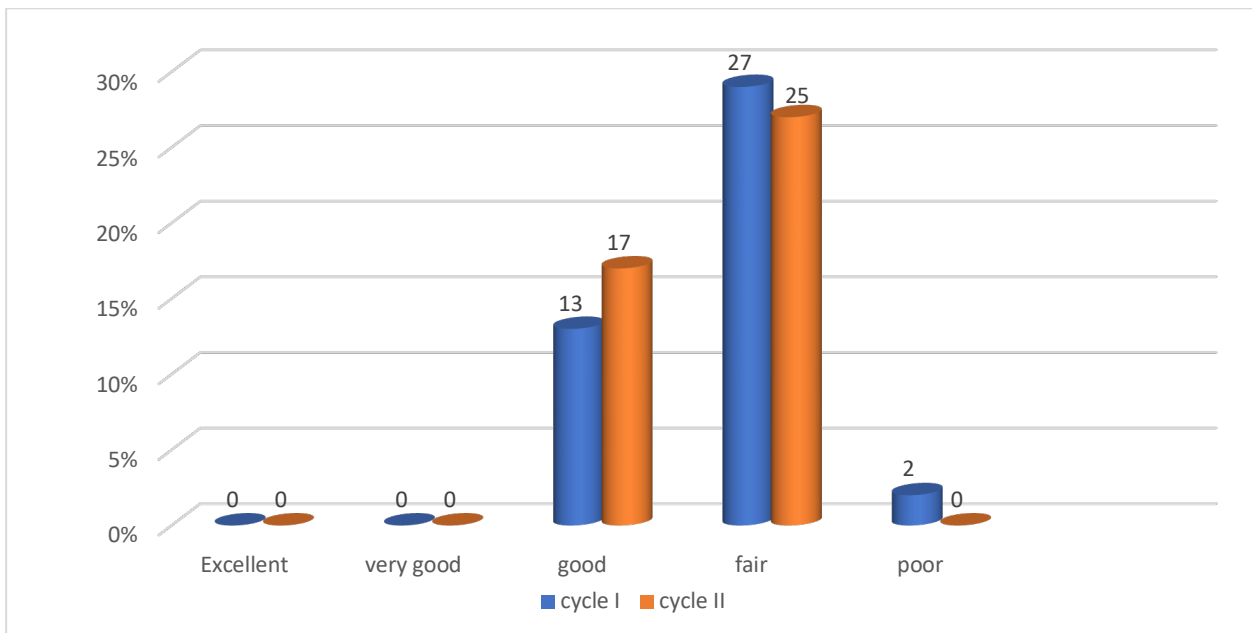

Figure 4. The Students' tabulation of frequency in writing result

Based on the table 6 and the graphic 6 above show that in cycle I there is no student get excellent, very good, and poor. There are 13 (30.95%) of the students get good, and 27 (64.29%) of students get fair while

students who ger poor are 2 (2.76). In cycle II there is no student student get excellent, very good, and poor. There are 17 (40.48%) students who get good and 25 (59.52%) students who get fair.

The effectiveness of writing process approach in improving the students' achievement writing result can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II. The value improvement of the students' achievement writing result from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (58.84) ≤ Cycle I (66.38) ≤ Cycle II (70.20), where in D-Test the students' mean score in writing result is 58.84, after evaluation in cycle I the students' mean score achievement in writing result becomes 66.38 , so the improvement of students' writing achievement in writing result from D-Test to cycle I is 7.54. While in cycle II the students' mean score in writing result is 70.20, so, the improvement of students' mean score achievement in writing result from cycle I to cycle II is 3.82 and from the result of those tests namely from D-test to cycle II indicates that there is a significant improvement of students' mean score achievement in writing result from D-test to cycle II namely 11.38. The result above also proves that writing process approach is able to improve the students' writing achievement in writing result significantly. It seen clearly the result of cycle II (70.20) is higher than cycle I (66.38and D-test (58.84) or cycle II (70.20) ≥ cycle I (66.38) ≥D-test (58.84).

4. **The Improvement of The Students' Activeness During The Teaching and Learning Process**

The following figure show the observation result of the students' activeness in learning writing from cycle I to cycle II.
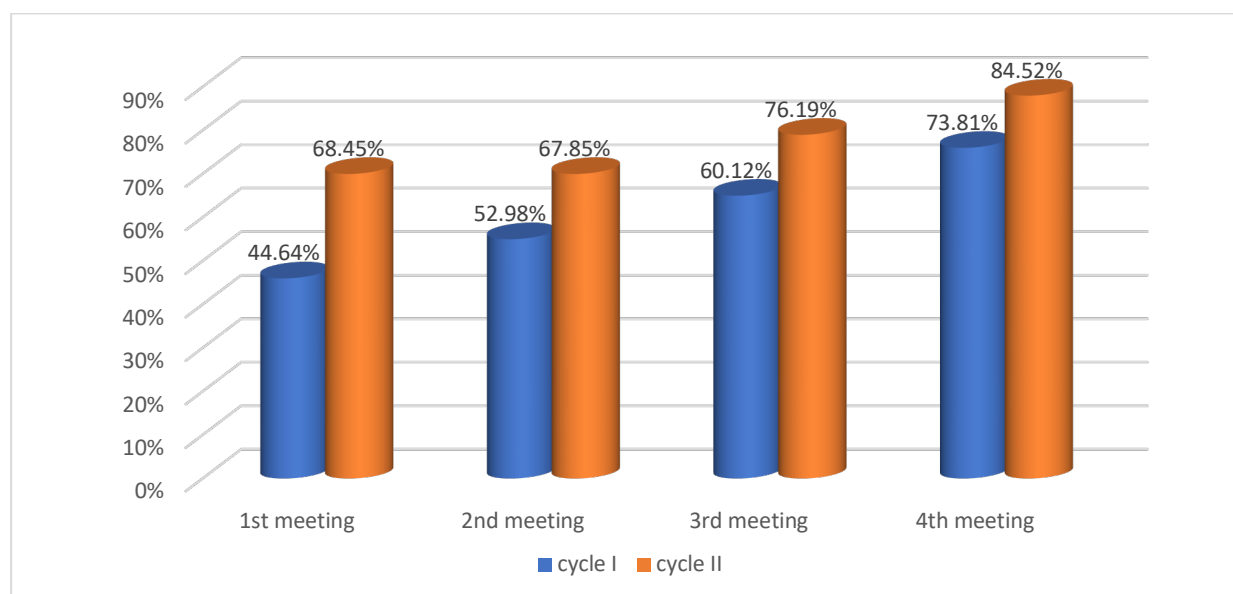

Figure 5. The Improvement of the Students' activeness during Teaching and Learning Process

Figure 5 above show that in cycle I the students' activeness in the 1st meeting is 44.64%, the 2 nd meeting is 52.98%, the 3 rd meeting is 60.12% and the 4 th meeting is 73.81%. In cycle II students' activeness in the 1st meeting is 68.45%, the 2 nd meeting is 67.85%, the 3 rd meeting is 76.19% and the 4 th meeting is 84.52%. Base on the interpretation of the table and the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I . For the first meeting of cycle II students probably get bored of material so their activeness decrease but researcher tries to engage them. It makes their activeness increase again until the last meeting in cycle II.

After repair the weakness that faced during the teaching and learning process. The students join until the end of cycle II, the students' activeness in the last meeting becomes 84.52%. Its mean that the students pay full attention during teaching and learning process and there is no another activity that the students were done. The students are joining the teaching and learning process seriously. It means that, the application of writing process approach could improve the students' activeness during teaching and learning process and it is successful.

Based on the interpretation of the table and the graphic on the findings above, indicate that there is a significant improvement of the students activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in cycle II

CONCLUSION

Based on the findings above the researcher concludes that: The use of writing process approach could increase the students' writing skill. It can be shown of the students' mean score in writing ofrom D-Test to cycle I until cycle II. The students mean score of D-Test is 58.84, the mean Score of cycle I is 66.38 and cycle II was 70.20. The students' improvement from D-test to cycle I is 7.54, cycle I to cycle II is 3.82 and from D-Test to Cycle II is 11.36, so there is significant improvement of the students achievement from D-Test to cycle II in learning through writing process approach. This led the conclusion that the application of this approach is needed in English language teaching and learning in increasing their proficiency to create some ideas on their writing. The students' activeness in the first meeting of cycle I is 44.64%. After repair the weakness and take action in teaching and learning process through writing process approach, the students' activeness becomes 84.52% in the last meeting of cycle II. It means that the use of writing process approach is able to improve the students' activeness in learning English especially in teaching descriptive text.The use of writing process approach could improve the students' ability to know more about their self, and then create it on their writing especially on their descriptive text.

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