
Improving Writing Skills of Opinion Letters Using Fantastic Card: A Classroom Action Research

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Abstrak

Tujuan Penelitian ini untuk mengetahui sejauh mana peningkatan keterampilan siswa dalam menulis surat pendapat dengan penggunaan media kartu fantastic. Metode yang digunakan dalam penelitian ini adalah metode Penelitian Tindakan Kelas dengan teknik siklus yang terdiri dari dua siklus. Alat pengumpul data yang digunakan untuk data kuantitatif berupa ulangan tertulis harian dan data kualitatif digunakan lembar observasi atau lembar observasi, refleksi diri, lembar penilaian sejawat, dan rubrik penilaian kinerja. Hasil penelitian menunjukkan bahwa media kartu fantastic dapat meningkatkan keterampilan menulis surat pendapat. Ketuntasan belajar mengalami peningkatan dari kondisi awal 53,13% menjadi 65,63% pada siklus I dan meningkat menjadi 93,75% pada siklus II. Peningkatan keterampilan siswa dalam menulis surat pendapat pada siklus I mencapai 2,53% dari rata-rata hasil belajar prasiklus dan hasil belajar pada siklus II meningkat sebesar 6,81% dari rata-rata hasil belajar siklus I atau meningkat sebesar 9,34% jika dibandingkan dengan rata-rata hasil belajar prasiklus.

Kata Kunci: Menulis, Pembelajaran Bahasa Inggris, Media Fantastic Card

Abstract

The purpose of this study was to determine the extent to which students' skills in writing opinion letters were improved by using fantastic card media. The method used in this study was the Classroom Action Research method with a cycle technique consisting of two cycles. The data collection tool used for quantitative data in the form of daily written tests and qualitative data used observation sheets or observation sheets, self-reflection, peer assessment sheets, and performance assessment rubrics. The results of the study showed that fantastic card media can improve opinion letter writing skills. Learning completeness increased from the initial condition of 53.13% to 65.63% in cycle I and increased to 93.75% in cycle II. The increase in students' skills in writing opinion letters in cycle I reached 2.53% of the average pre-cycle learning outcomes and learning outcomes in cycle II increased by 6.81% of the average cycle I learning outcomes or increased by 9.34% when compared to the average pre-cycle learning outcomes.

Keywords: Writing, English Learning, Fantastic Card Media

A. Introduction

Language skills can be divided into four such as listening, speaking, reading and writing. These skills are equally related to and supportive of each other. Writing is considered as a very important skill among all the skills. Most people believe that writing is a talent but according to Sokolik (2003), "Writing is a teachable and learnable skill". Students often try to develop their writing skills in English but they could not be perfect in these skills because writing is not an easy task. It takes many years to develop writing skills and to be accurate, proficient, and fluent in these skills. Even if the student is very talented and gifted in other skills, he/she needs to enhance writing skills (Perumal & Ajit, 2020). Additionally, Zimmerman and Rodrigues (1992) say that writing is a social activity. It means that writing is related to other people. Other people in this case are called as the reader of the writing. Through the writing product, the writer wants to give a message to the reader. Besides, writing can used to solve problems, to work together on tasks, and to challenge one another's ideas.

Yusupov, (2021) said. We believe that for the most successful teaching of a foreign language, it is necessary to develop skills and writing skills. This is another reason that explains the need to pay more attention to writing when teaching a foreign language. Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously (Durga, & Rao, 2018). A writer needs to be able to (1) find the problem to be written as a topic; (2) determine which audience the writing is aimed at; (3) make a draft of the essay, where each the text has each structure or arrangement of the text according to the use of the text; (4) have the ability to use language consisting of various aspects such as the use of appropriate vocabulary, good and correct grammar, use of correct spelling and punctuation; (5) mastering the ability to start a paragraph to be written with a topic or subject that is developed into a sentence so that it eventually becomes a meaningful paragraph; (6) has the ability to check writing (editing).

Based on the researcher's experience in teaching class XI-IPS-2 of SMA Negeri 5 Banda Aceh, the researcher found that students had less than satisfactory achievements. especially on the topic of writing opinion letters. Initially, there were no students who obtained very good grades, namely with a range of 86-100. only 7 students obtained good grades, namely with a range of 76-85 out of 32 students. There were 10 students who obtained sufficient grades, namely with a range of 70-75, there were 13 students who obtained low grades, and there were 2 students who obtained very poor grades. So that the percentage of classical completeness in class XI-IPS-2 is still very low, namely 53.13%.

Class XI-IPS-2 students think that writing letters of opinion in English is very difficult. According to Farooq, et.al. (2012) students were facing a lot of difficulties in writing English language due to lack of vocabulary, poor spelling, L1 interference and a poor understanding of grammatical structure. This is because there are several linguistic aspects (for example: use of appropriate vocabulary, good and correct grammar, use of correct spelling and punctuation) that students must master if they want to be skilled at writing English texts.

Based on the students' problem and the empirical data mentioned above, the researchers tried to find an alternative learning media that was fun in presenting letter of opinion material in the hope of improving students' writing skills. The learning media chosen for this research is

the fantastic card media. With the fantastic card media, students are expected to improve their skills in writing letters of opinion. These fantastic media cards are designed by students themselves so they are visible, and help students come up with their ideas.

B. METHODS

This research is classroom action research. According to Gay and Airasian (2000), classroom action research is a process in which individual or several teachers collect evidence and make of their knowledge, performance, and effects in order to understand and improve their teaching activities in classroom. In addition, Zainil (2008) defined that classroom action research is research that conducted by teachers as researcher which collaborate with collaborator in order to improve the teaching and learning process of their own classroom.

This research was conducted to improve the students' writing at class XI-IPS-2 at SMA Negeri 5, Jalan Hamzah Fansuri, Kopelma Darussalam, Syiah Kuala, Kopelma Darussalam, Banda Aceh. This research was done in two cycles in cyclic process which involved four steps for one cycle. It was done by admitting the model that is suggested by Kemmis and McTaggart (1988). They proposed the spiral model of classroom action research which involves planning, action, observation and reflection. The researcher worked collaboratively with other English teacher to get better result. The participants were 32 students of class XI-IPS-2 SMA Negeri 5 Banda Aceh. There were four instruments in this research; writing test, observation checklist, field notes and interview. The data were analyzed quantitatively and qualitatively.

C. RESULTS AND DISCUSSION

Description of Initial Conditions In the initial conditions of learning, the teacher conducts a pre-cycle (pre-test), namely writing a letter of opinion without using a fantastic card. Pre-cycle is carried out to determine the initial conditions before the first cycle of action is carried out.

The results of the reflection on the initial conditions of student learning outcomes in class XI-IPS-2 SMA Negeri 5 Banda Aceh before the action in my cycle obtained the following results:

No	Value	Number of Respondents	Percentage %	Description
1	86-100	0	0	Very Good
2	76-85	7	21,88	Good
3	70-75	10	31,25	Fair
4	60-69	13	40,63	Poor
5	0-59	2	6,25	Very Poor
Total		32	100	

There were 32 students who took the pre-cycle test, there were no students who got Very Good score or 0%, 7 students or 21.88% got a good score, 10 students or 31.25% got a fair score while 13 students or 40.63% got score Poor while 2 students or 6.25% get a score Very Poor. In the table above, it is known that classical learning completeness is only 53.13% where the percentage is still less than the minimum learning mastery indicator, which is 70%.

Description of Cycle I. Results

From the results of the pre-test, it is shown by the table above that the percentage of classical learning completeness is still very low because the researcher took action in the first cycle, namely by providing a detailed explanation of the letter of opinion material. In the first cycle, the students wrote letters of opinion without using fantastic card media. Cycle I was conducted to find out the extent to which students' skills in writing letters of opinion were improved without using the fantastic card media.

The results of the first cycle get the results as shown in table as follows

No	Value	Number of Respondents	Percentage %	Description
1	86-100	0	0	Very Good
2	76-85	9	28,13	Good
3	70-75	12	37,50	Fair
4	60-69	11	34,36	Poor
5	0-59	0	0	Very Poor
Total		32	100	

Based on Table above, it can be seen that students' skills in writing letters of opinion in my cycle have increased when compared to learning outcomes in the pre-cycle. There are 9 students or 28.13% getting a good score, 12 students or 37.50% getting a fair score, 11 students or 34.36% getting a poor score, while 0 students get a very poor score. The table above shows that classical learning completeness reaches 65.63%. However, the author is still trying to improve students' skills in writing letters of opinion. The author tries with the observers by asking for opinions and also input to further improve students' skills in writing letters of opinion. After getting suggestions, input and motivation from the observers, the writer went to cycle II.

Description of Cycle II Results

The cycle II learning scenario has the same flow as the first cycle learning scenario, but in the second cycle the teacher researchers use learning media in the form of fantastic cards, with the hope of improving students' skills in writing letters of opinion.

In cycle II, improvements were made based on observer notes to further improve the quality of learning and student achievement results in writing opinion letters on English subjects using fantastic cards in class XI-IPS-2 SMA Negeri 5 Banda Aceh

The results of the second cycle are obtained as shown in table as follows

No	Value	Number of Respondents	Percentage %	Description
1	86-100	3	9,38	Very Good
2	76-85	13	40,43	Good
3	70-75	14	31,25	Fair
4	60-69	2	18,75	Poor
5	0-59	0	0	Very Poor
Jumlah		32	100	

Based on the table above, it can be seen that students' skills in writing letters of opinion using the fantastic card media have increased drastically. From the 32 students studied there were 3 students or 9.38% got a very good score, 13 students or 40.63% got a good score while only 14 students or 31.25% got a fair score. And 2 students or 18,75% got poor score. Based on the table above, it shows that classical learning completeness reaches 93.75%. In cycle II, there were no students who scored less than once.

The recapitulation of the comparison of learning outcomes between cycles can be seen in table below.

Recapitulation of comparisons between cycles

Description	Value		
	PRE-Cycle	1 st Cycle	2 nd Cycle
average	70,5	73,0	79,8
highest	80	83	90
lowest	60	68	69

Based on the above data it can be concluded that:

1. The average value of student skills in writing letters of opinion in cycle I increased to a value of 73.03 which originally in the pre-cycle of skills students in writing letters of opinion get an average score of 70.5. While the average score in cycle II showed that students' skills in writing letters of opinion using magic card media increased dramatically, reaching 79.84.

2. The highest grade of student skills in writing letters of opinion in cycle I increases to reach a score of 83 which originally in pre-cycle gets the highest score of 80. While the highest score in cycle II showed that students' skills in writing letters of opinion using fantastic card media increased dramatically to reach 90.

3. Likewise on the achievement of the lowest grades the student's skills in writing letters of opinion increase to reach 68 which originally in the pre-cycle the lowest grade reached 60. While the lowest score in cycle II showed that students' skills in writing letters of opinion using fantastic card media increased to 69.

Non-test results

include results obtained from observation in the form of questionnaires. The observations showed that students were happier. Passionate, interested and motivated so as to make students more skilled in writing letters of opinion by using fantastic card media. Students find it very helpful in writing letters of opinion by using fantastic card media.

From the questionnaire aimed at 32 students obtained information that in cycle I there were 17 students or 53.13% of students seemed enthusiastic in writing letters of opinion. A total of 15 students or 46.87% of students seemed to concentrate on writing letters of opinion without using magic card media. A total of 15 students or 46.87% of students seemed creative while as many as 20 students or 62.50% of students seemed calm or not rowdy during learning.

Student activities during Cycle I learning

No	Number Respondents	of	Percentage (%)	Description
1	17		53,13	Enthusiastic
2	15		46,87	Concentrate
3	15		46,87	Creative
4	20		62,50	Calm

In cycle II, based on table below, it can be read that student activities during learning have increased the number of respondents. There were 27 students or 84.37% seemed enthusiastic in writing descriptive text using magic card media. A total of 20 students or 62.50% of students seemed to concentrate in writing descriptive text using magic card media. A total of 22 students or 68.75% of students looked creative in writing descriptive text using magic card media. Meanwhile, as many as 24 students or 75.00% of students seemed calm or not noisy during the lesson.

Student activities during Cycle II learning

No	Number Respondents	Percentage (%)	Description
1	27	84,37	Enthusiastic
2	20	62,50	Concentrat
3	22	68,75	Creative
4	24	75,00	Calm

Discussion result

The students' skills in writing letters of opinion in the first cycle were obtained classically as many as 9 students or 28.13% in the good category. While 12 students or 37.50% in the sufficient category. So that there are at least 21 students who succeeded in achieving the criteria for completeness or 65.63%. When compared with the success of students in the pre-cycle, there were only 7 students or 21.88% of students in the good category. There are only 17 students who succeed in achieving the minimum completeness criteria or 53.13%.

Based on the observations of observers and student log learning, in the first cycle, the learning atmosphere was fun and enjoyable as with the ability and personality of the teacher. With the ability and personality of a good teacher, it will improve the quality, enthusiasm and motivation of students to be more skilled in writing letters of opinion.

After the first cycle, based on the questionnaire, it is known that the improvement in the quality of learning and the improvement of learning outcomes. This is due to enthusiasm, enthusiasm and motivation to achieve high achievements and get high scores.

In cycle II there was a very drastic increase, both in the quality of learning and in improving learning outcomes. the quality of learning can be seen from the increase in the improvement and motivation of students in writing letters of opinion. Students seem more creative in expressing their ideas so that a meaningful and quality opinion letter is formed the quality of learning is significant with the improvement of the ability and personality of subject teachers. If the teacher does not have good pedagogical abilities and does not have a good personality, it is very likely to cause a decrease in the quality of learning. On the other hand, teachers who have good pedagogical abilities and personalities can improve the quality of learning.

Students' skills in writing letters of opinion using fantastic card media in cycle II are an improvement and improvement from cycle I. Weaknesses and shortcomings of students in writing letters of opinion using fantastic card media in cycle II both from teachers and students are not visible. the quality of learning is marked by an increase in student enthusiasm and motivation, as well as a pleasant learning atmosphere. This is what causes students' skills in writing letters of opinion with using fantastic card media in the second cycle experienced a drastic increase.

When compared with the test results in the first cycle which was an average of 73.03, then the average test score in the second cycle which reached 79.84 means an increase of 6.81 or 6.81%. being compared with the learning outcomes in the pre-cycle which averaged 70.5, then the learning outcomes in the second cycle increased by 9.34%. Thus, the students' skills in writing opinion letters using fantastic cards in cycle II, most of the students, namely 93.75%, were really skilled at writing opinion letters.

D. CONCLUSION

According to the result of the investigation done in this action research and after observing the implementation of the using fantastic card media, it can be concluded that the media can improve students' writing mastery. The improvement of the students can be seen from the result of pre-test, test in cycle one and cycle two and process of teaching and learning which were collected from the data observation checklist. Based on the findings, it can be summarized that 1). Skills in writing letters of opinion in English lessons using fantastic card media in Class XI-IPS-2 SMA Negeri 5 Banda Aceh increased.

2). The quality of learning can be seen from the increase in pleasure, enthusiasm and motivation in the skill of writing letters of opinion using the fantastic card media. Teachers can also be more confident because they can make the classroom situation more fun, and appear more fun.

3). Skills in writing letters of opinion using fantastic media card in class XI-IPS-2 SMA Negeri 5 Banda Aceh can improve learning achievement. The students' skills in writing letters of opinion in the pre-cycle have an average score of 70.5, while in the first cycle the average value reaches 73.03 and in the second cycle the average score reaches 79.84. The increase in students' mastery skills in writing letters of opinion without using the fantastic card media in the first cycle was 65.63% and in the second cycle achieved a drastic increase of 93.75%.

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