

Using Chronological Order Method to Improve Writing Ability of the Third Year Students of SMA Negeri I Pangsid Kabupaten Sidenreng Rappang

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Abstract: The objective of the research was to find out whether or not using chronological order was able to improve writing ability of the students of SMA Negeri 1 Pangkajene Sidrap. This study employed pre-experiment method, using the third year students of SMA Negeri 1 Pangsid kabupaten Sidenreng Rappang in Academic year 2011/2012. Total number of population was 192 students on six classes one of them were taken as sample by using cluster random sampling technique; class IPA 1 consisting 32 students. The instrument used in this research was to chronological order. The research used an experimental design one class was given pre-test, treatment and post-test design. The population was the third students of SMA Negeri 1 Pangsid kabupaten Sidenreng Rappang in academic year 2011/2012. The sample of this research was third year of SMA Negeri 1 Pangsid Kabupaten Sidenreng Rappang there were 32 students. The technique of sampling was cluster random sampling, and the data was analyzed into percentage, mean score analyzes and the of the research shows that teaching writing by using chronological order can increase the writing ability of the third year students of SMA Negeri 1 Pangsid Kabupaten Sidenreng Rappang in which the result of t-test (5.743) is higher than t-table (2.042) with $df(N-1) = 32-1=31$ in the level of significance (0.05) = 2.042. It means that using chronological order method in teaching writing is able to improve writing ability of the third year students of SMA Negeri 1 Pangsid Kabupaten Sidenreng Rappang.

Keyword: Teaching Writing, Chronological Order, Writing performance

1. Introduction

English become important tools in the world. The evidence is that in every part of international relationship, it is the only one language which is used to the delegation all over the world. Moreover, those who could not communicate in English will get behind or out of date country or person. So by being able to use English, we can easily associate with foreigners, and it will be easy to build friendship among societies of various nations. In our country, English has been taught since elementary school. Even it has become one of the subjects that is examined to the students in national examination since junior high school. So, it plays an important role to decide whether the students pass or fail in examination. Moreover, those who want to get post graduate education should get the maximum TOEFL score, so that English is a very important subject for the students to develop and the students are expected to have good ability in English. In learning foreign language especially English, there are four language skills which should be mastered by the students. They are listening, reading, speaking and writing practice. A few adjustments will be added during the exercise as needed, and a mistake response will be used.

Some students, particularly those who have been brought up in teacher-based learning environments have difficulty with the after math of making mistakes (Brown, 1994) and are therefore reluctant to do the exercise for fear of failure. To eliminate the focus on the error, to maintain the rhythm of the exercise, and to keep the students

engaged in the activity, it can be helpful to have a specific action that is done by all students in the event a mistake is made. For example, the teacher teaches the entire group of students an “error”, “activity” such as turning around and clapping three times before beginning the exercise again or putting hands out, heads down and calling out a nonsense syllable such as “moo” can create this change of focus.

Writing is one of the four skills that must be mastered because it is a way to communicate one another, although it is a form of writing. Writing is an ability to express ideas, feelings and experiences, but most students find it difficult in writing form. An anonymous student stated that one of the biggest problems in students' writing is that students' writers often fail to prove their points. They fail because they do not support their points with concrete detail. Writing in chronological order that students can improve their writing. Some roles need attention as grammatical sentence, punctuation, and mechanics. We often make mistakes in writing. They occur because there are many kinds of writing, writing a letter that is different from writing a composition; they have roles that are different from each other, letter composition is the part of writing. Writing is very exciting with writing we can enjoy some story book, newspaper, magazine, and still other. Although some techniques and approaches have been applied in teaching writing. The use of chronological order method as a prewriting technique is never used by teachers. Therefore, the researcher

introduces chronological order as one method in teaching writing. The researcher assumes that teaching writing through chronological order method is good to improve writing ability of the students.

2. Review Of Related Literature

Awaluddin in his research of the students SMP Negeri 1 Duampanua Kabupaten Pinrang found that using spider web technique able to improve writing ability. It was proved by improvement of the students mean score were the mean score in pre-test is 46,34 while the post-test score is 79,4.

Syawal in his research of students Madrasah Aliyah Negeri (MAN) 1 Baraka found that using chronological order method as a source material in teaching writing can stimulate the students to do writing well.

Syahril in his research of SMP N 9 Parepare found that the using unforgettable experiences motivated the students to write stories in writing form. When they tell their unforgettable story through time of accordance, they will meet emotional, cognitive and psychological demands

3. Writing Concept

Writing is one the four skills in language activity. With writing we can express our opinion or our feeling. There are some definitions of writing mentioned by some experts:

- a. Byrne stated that writing is clearly much more than the production of

graphic symbol as speech is more than the production of sound.

- b. Henry Guntur, writing is a language skills who use for communications indirect, and is not face to face with people another.

According to Hogue, good writing more than just using correct grammar. It is also means thinking, planning, checking, and revising. From the definition above, we can say that writing is the production of graphic symbols that have to be arranged according to the certain compensation, ideas, feeling and opinions to be read not only by the writer but also by another.

A. Writing process

Pre-writing. Writing, particularly academic writing, it is no easy. It takes study and practice to develop this skill. For both native speaker and new learner of English, it is in fortune to note that writing is a process, not a "produce" this means that piece of writing, whether it is composition for your English class or a Hemingway short story, is never complete; the is, it is ways possible to review and revise, and review and revise again.

In the planning stage, you organized the ideas you generated brainstorming. The most efficient way to do this is to make an outline.

Writing and revising draft. This stage in the writing process after brainstorming and outline, this to write and revise several

drags until you have produced a final copy to hand in.

B. The Component of Writing

There are three significance component of writing, namely content, organization, vocabulary, language, use and mechanics.

- 1) Content. There are four things that can be measured in connecting with content, the composition should contain one central purpose only, should have unity, and community, and should be adequately developed.
- 2) Organization. The purpose of organizing material and writing evolves coherence. Order of important, general of specific to general, chronological order and special order of pattern, When writing, the learner should arrange the writing chronologically. They should present their ideas based on the order of which happened from the beginning to the end.
- 3) Vocabulary. The effective used of word will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary IS one component of writing. To express ideas we always deal with vocabulary.
- 4) Chronological order Concept. Chronological order is one of the easiest methods of organization to master writing. Chronological order, therefore, is a way of organizing the ideas in a paragraph. The objective of generalization is learners better remember conclusion about form and

function, they make by themselves; and the objective of the application is to use or apply a structure item learned in the previous stage to communicate information or messages. Chronological order in paragraph organized chronologically, events and details are arranged in the order in which they occurred, usually moving from the first and earliest to the last or latest. Not paragraph arranged chronologically tell stories. Some give directions or explained a process; others summarize historical events, and still other report on the steps or action taken by an individual or organization.

In learning and teaching process, teacher must master some certain techniques. A variety of techniques will at least partially ensure that a maximum of students will be “reach”, The techniques also determine when the process of transferring knowledge is effective and efficient or not. The technique, which will be used, must be suitable with the material will be taught in order to get good result.

In this research the writer used the chronological order method in teaching English structure. Chronological order is used for something as simple as a recipe and for something as complex as a history book. In academic writing, chronological order has many uses. One of the primary ways you might use it is to write a historical narrative about the subject of a term paper. For example, you might review the history of labor unions before you discuss the current situation.

This step is the specialization of this teaching method. For the language, which has just been taught, will be used soon as a tool of communication for giving and taking information or message among the students in the classroom. However, chronological order is not just used for historical narratives; it is also used in business, science, and engineering to explain processes and procedure. For example, chronological order would be used to explain how to make a cake. Such paragraphs are called “how to” or “process” paragraphs.

4. Method

This chapter covers the deascription of the method, variables, and the operational definition of items, population, sample and technique of sampling, instrument of the research, data collecting procedure and technique of data analysis.

In this research, the researcher applied pre experiment method by using one class pre-test and post-test. The design is presented as follows:

$$E = O_1 \quad X \quad O_2$$

Where :

E = Experimental Class

O₁= The result of the students pre- test

X = The treatment by using Chronological order method

O₂= The result of the students post- test

There are two variables involved in this research namely independent variable and dependent variable. Independent variable is teaching writing through chronological order and dependent variable is the student writing ability of the eleventh year students of SMA Negeri 1 Pangsid Kabupaten Sidenreng Rappang.

Operational Definition of Variable

Chronological order is one of the easiest methods of organization to master writing. Chronological order, therefore, is a way of organizing the ideas in a paragraph. The objective of generalization is learners better remember conclusion about form and function, they make by themselves; and the objective of the application is to use or apply a structure item learned in the previous stage to communicate information or messages. And the researcher used cluster random sampling technique to take the sample of the research from the number of population; the researcher took Class IPA 1 as a sample in this research

5. Procedure of Collecting Data

The procedure in collecting data was divided in to three stages they are:

- a. Pre – Test. Before doing treatment, the researcher administered a pre-test by writing and assay.
- b. Treatment. The treatment would be conducted four times in this research. In this treatment, the researcher would apply many techniques in delivering material such as game, stimulating of writing to in teaching the students. The procedure is giving pre-writing activities in form chronological

order of the narration. After that the researcher would apply the second step that is the main activities by explaining the chronological order and then the researcher gave them material of writing. Time allocation for each meeting is 2 x 45 minutes. That is being played through chronological order. The last steps would be the post-writing activities by giving review and feed back to the students.

3. Post Test. This activity intended to find the ability of the students in writing after giving treatment, and the writing achievement in learning process of the students.

6. Technique of Data Analysis

a. Scoring the students answer pre-tests and post-tests. The students score are obtained by dividing the correct answer, with the total score maximum of test and multiplying them with a hundred per cent (100%)

$$\text{Score} = \frac{\text{Students correct answer}}{\text{score maximum}} \times 100\%$$

b. Writing Scoring

No.	Classification	Score
1.	Very good	86 – 100
2.	Good	71 – 85
3.	Fair	56 – 70
4.	Poor	41 – 55
5.	Very Poor	≤ 40

Scoring each of the five writing components using the following scoring system

Classification	Score level	Criteria

Content	30-27	Excellent to very good: knowledge, substantive through development of topic, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited development of topic, most relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: doesn't show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy.
	13-10	Loosely organized but main ideas stand out. Limited support, logical but incomplete sequencing.
	9-7	Fair to poor: non fluent, ideas confused or disconnected, lacks logical sequencing and development. Very poor: doesn't communicate, not organized, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word/idiom form, choice, usage, meaning
	13-10	
	9-7	

		not confused or obscured. Fair to poor: limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured. Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Language use	25-22	Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	21-18	Good to average: effective but simple/complex construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, preposition.
	17-11	Fair to average: effective but simple/complex constructions: frequent errors of negation, agreement, tense, number, word/function, articles, pronouns, propositions and/ or fragments, deletion, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence constructions rules. Dominated by errors, doesn't communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery conventions. Few errors of spelling, punctuation, capitalization, paragraphing.
	4	

	3	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	2	Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured. Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

8. Discussion

Based on findings that presented on data analysis technique at table , we could see that result of pre-test and post-test were so different. In the pre-test none students got very good and good score. Classification the students score in this test were most of the students classified as fair 6 (18.75%); 25 (78.125%) students classified as poor and 1 (3.125%) students classified as very poor. In the post-test, most of the students' score classified as good score. 4 (12.5%); very good, 27 (84.375%) students classified as good; 1 (3.125%) students classified as fair and none students classified as poor and very poor. Based on classification students' score at pre-test and post-test above, we could make conclusion that the students' score have improved from pre-test to post-test. We could see their improved on the good score and very poor score. Post-test there were 27 (84.375%) good score And for very poor score at pretest, there were 1 (3.125%) of students classified at it and at post-test none students got this score. On pre-test, most of the students score classified into poor 25 (78.125%) and on

the post-test most of the students score classified into good score 27(84.375%). Those mean that the students' score was improved and it supported that there were four students got very good score in post – test. The statements above was supported by the findings on the difference mean score between pre-test and post-test, in which the students' mean score in pre-test (50.9) increased in post-test (80), and score standard deviation in pre-test was (6.22). While, in the post-test score standard deviation was (5.27). It means that even though, the mean score of post-test was higher than the mean score of pre-test, but the deviation of pre-test was better than deviation of post-test. The findings on pre-test and post-test were strengthened by the result of computation of t-test value; it was 5.743. If it was compared to t-table value, which $N = 32$ or the total respondents were 32 students with the degree of freedom ($df = N - 1 = 32 - 1 = 31$) in the level of significance 0.05 (2.042), the t-test value was higher than t-table value. It means that the alternative hypothesis (H_1) was accepted, and null hypothesis (H_0) was rejected, or it can be concluded that there was a significant different between the students ability in writing before and after the use chronological order.

9. Conclusion

Beside on the findings and the discussion presented in the previous chapter, the researcher conclude this research that focus on the student's ability in writing through chronological order can stimulate, developed and improve the writing ability in chronological order of the third year students of SMA Negeri 1 Pangsid Kabupaten Sidenreng Rappang. It is supported by the data, in which the mean score of the students in pre-test (50.9) has been improved in the post-test, in which the students

mean score is (80). In applying the t-test formula the researcher found that the t-test (5.743) it is higher than the value of the t-table (2.042).

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