INCREASING WRITING SKILL THROUGH SPAWN STRATEGY TO THE EIGHT GRADE STUDENTS AT SMP NEGERI 6 LANGSA

THESIS

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The writer,

ANISAH

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ABSTRACT

This study was based on the importance of writing, where mastering the ability to write effectively was seen as a key objective for learners. Like most skills, writing requires work and practice to improve. It was a skill that anyone can learn, but excelling in writing takes time and patience. So the teachers should attach importance to the students writing in English teaching and it was very necessary to give guidance on the students' writing. This study was focused by using SPAWN strategy and step by step guidance to increase the students' ability in writing. The objectives of the study was: Does SPAWN strategy improve the students' writing skill at the eighth grade SMP Negeri 6 Langsa?. It was expected that this study would be useful for English teachers and their students in the language learning process. This study was Classroom Action Research (CAR) in which the researcher and the collaborative teacher designed the lesson plan, implemented, observed and reflected the action together. The population of the research was the eighth grade students of SMP Negeri 6 Langsa, the total population was 85 students. The sample of this research was the VIII-2 eighth grade students of SMP Negeri 6 Langsa. The total sample was 20 students. The researcher conducted the research in three cycles in which each cycles consisted of four steps: planning, implementing, observing and reflecting. The instruments used to collect data were test and observation. To analyze quantitative data the researcher applies a descriptive quantitative, it was to present the result of study in the form of descriptive explanation. Statistic analysis was used to analyze the data about the improvement of students' ability in writing. Result of the study showed that the stategy of SPAWN and step by step guidance on the writing process icreased the students' ability in writing. The mean score of the students' writing in precycle was 57.4, cycle I was 65.15, cycle II was 77.75 and cycle III was 89.1. The findings reveal that the study of increasing the students' ability in writing by using SPAWN strategy was successful.

Key Words: *SPAWN Stategy, Writing.*

CHAPTER I

INTRODUCTION

A. The Background of Study

The learning of writing is the basic skill that might be learnt to expand on the writing becomes increasingly complex. As a writer, we have to know the strategies which are used in writing practice in order to it can be an impactful writing that informs the reader the writer's thought or feelings. In writing activity, the writer usually recognizes their knowledge and information for the readers in which they have to interest the readers through the language uses that formed in the writing.

Wilson states that sentence writing is a good idea not only because it will help to remember these words often confused, but also because it will be a storehouse

for ideas the reader can use in writing papers later.[1] It means that writing the sentence is a good way to save the experience, though, feeling or idea in words that can be read by the others. There are some topics which might be written, such as; something that would like to accomplish in this year, the qualities of a good friend, all-time favorite songs or movies, and the experiences in a place or time.

Writing can be explained as the action of making up the correct sentences and transferring them through the visual medium on a paper. Besides, writing is in the sense of the verb 'write' which means to make letters or other symbols on a surface, especially with a pen or a pencil on a paper or it can be defined as a way of communicating a message to a reader for a purpose.

Knapp and Watkins said that teaching and assessing writing is a comprehensive reference text that ex   es how the three aspects of language (genre, text and grammar) can be used as resources in teaching and assessing writing".[2] It means that the purposes of writing are to express, to provide information, to persuade, and to create a literary work to a reader who will know the information of the writing. Besides, Hanson states that writing is a dynamic manifestation of creative and critical thinking skills. Both a sensor motor and cognitive process, writing serves all of Howard Gardner's multiple intelligences, not just verbal/linguistic.[3] Concisely, writing skill is the skill to express ideas,

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[1] Wilson Paige, *The Least You Should Know about English Writting Skills.*(Australia: Wadsworth, Chengage Learning Ltd, 2011), Page 21

[2] Knapp, Peter and Watkins, Megan, *Genre, Text and Grammar. (*Australia: University of New South Wales, 2005), Page 258

[3] Hanson, *Brain Friendly Strategies for Developing Students Writing Skills.* New Delhi: Sage, 2009), Page 22

thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

Today, the most students' writing, especially the eighth grade of SMP Negeri 6 Langsa, where the researcher did teaching practice was still found the problems. For example; the students were confused to differentiate the kind and genre of text in their writing, while they also did the mistakes in grammar case, such as; the teacher asked students to write a sentence that they did yesterday.

The problems above might be caused of the teaching - learning strategy that used by the teacher not interested toward students in following the learning. The students were not given the opportunity to choose their learning strategy selves, so that the students did not reflect and think critically about the topics that taught in the teaching- learning. Therefore, to solve the problems above, the researcher suggests the teacher to apply one of teaching- learning strategy. It is called as SPAWN strategy. It is the activity which is a great strategy that allows the students to reflect, think critically, problem solve, and predict the materials in the classroom. It can be crafted in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics that can enrich the learner in writing a text.[4] It means that in teaching writing to students through SPAWN strategy, the teacher has free opportunity and chance to monitor and to guide the students to learn a text, where the students can gap their thought to the topic that conveyed by the teacher.

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[4] Spinelli, *After Writing Ability Strategy*, Journal. (New York, 2011), Page 1. Accessed on January 15th 2016

The spawn strategy has created a springboard for the student to explore the range of possibilities and options within the stories or among the characters. They begin to analyze the characters and the situations, bringing complexity and meaning to the students' own relationship with the narrative text. In this case, when students have finished writing, researching a topic, or working with a concept, they work individually or collaboratively on one or more writing assignments in each of the five areas listed above. Discussing these writing tasks with peers moves students beyond literal-level responses to higher order thinking.

Meanwhile, the SPAWN strategy is the acronym which is indicated for: **S** for Special powers, **P** for Problem solving, **A** for Alternative view points, **W** for What if, and **N** for Next, which can be crafted in numerous ways to stimulate students' predictive, reflective, and critical thinking about content-area topics".[5] It means that the students are honing their writing skills by organizing their ideas and supporting their opinions with the text.

Based on the explanation above, the researcher interested to know students' writing skill after applying SPAWN strategy in teaching- learning process. Therefore, the writer is also interested to conduct a research with the title "**Increasing Writing Skill through SPAWN Strategy to the Eighth Grade Students at SMP N 6 Langsa**".

B. The Research Question

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[5] Curtis, C.P., *Bud, Not Buddy*. (New York: Yearling, 2012), Page 1

Based on the background of the study above, the researcher formulates the problem as the following "Does SPAWN strategy improve the students' writing skill at the eighth grade SMP Negeri 6 Langsa?"

C. The Objective of the Study

The main purpose of this study is to figure out the improvement of students' writing skill after applying SPAWN strategy at the eighth grade SMP Negeri 6 Langsa.

D. The Significant of the Study

This study is expected to be significant the theoretically and practically:

1. Theoretically

This study is expected to enrich literature on using a cooperative learning specifically SPAWN strategy in English as foreign language, especially in teaching writing skill.

2. Practically

a. For the Students

The results of this study are expected to increase students' writing skill in English lesson after providing the SPAWN strategy in teaching- learning process.

b. For the English Teachers

The results of this study are useful for the English teachers, especially the English teacher at SMP N 6 Langsa. They can get clearly information about learning process which can increase students' writing skill, SPAWN strategy.

c. For the researcher

Finally, the researcher also gets the significance of this study result. It can show the proof of the SPAWN strategy theory which can know the concept and the principle in teaching- learning strategy.

E. The Scope of the Study

This study is limited to two concerns. It focuses on investigating the extent of SPAWN strategy in teaching- learning process which is used by the teacher and it also focuses on the students' writing skill which has the certain problems in the classroom.

F. The Organization of the Study

This thesis is divided into five chapters. Chapter 1 has introduced the study and outlined its focus. Chapter 2 has explained the theoretical frame work of the study. Chapter 3 has discussed about the methodology of the study. Chapter 4 will describe and analyze the results of the study. Besides, in chapter 5, the writer will draw the conclusion from the measurement and analysis, followed by recommendations and limitations.