

IMPROVING THE STUDENTS ' ENGLISH WRITING SKILL BY USING TEXT CAPTION AT THE TENTH GRADE SMK NEGERI 1 BONE

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ABSTRACT

The aim of this research is to find out whether students at SMK 1 Bone are able to improve their English writing skills using captions. This research method is PTK (Classroom Action Research) which uses pre-test and post- test instruments and this method tends to look at the research results to see whether there is an increase in students' writing skills after implementing the caption learning method. The instrument of this research is a writing test which is given as a pre-test and post-test. This is proven by the average student score from the pre-test of 52.9 and an increase of 88.2 from the post- test results. In the end, this research shows that there have been improvements made by the class. The observation results show that the application of the caption text learning method can also improve students' writing skills in the TJKT 2 class at SMK 1 Bone.

Keywords: Text caption, English Writing skills.

INTRODUCTION

English is a means of knowledge that we often encounter in the world of education, besides that English is also known as an international language which is widely used to communicate with each other almost all over the world. English is an important language to master because English is a renewed language, and you can even see that nowadays a lot of slang idioms have developed using English. Along with its development, English has been named as an everyday language that is commonly used as a means of communication in various countries in the world. So that it can be said that it has transformed into an international and global language, one of which is Indonesian which is used by educators to improve English language skills. As is known, English currently has a big role in the world of education, especially in the development of learning. Many countries have made English an international language. There are several reasons why English is used as an international language including, English is an easy language to learn. In addition, vocabulary in English also continues to grow from time to time.

In the world of education there are 4 basic skills as a measure of a person's ability to improve English language skills, namely listening, speaking, reading, and reading.

There are various teaching methods that are currently used as a tool to measure a person's ability in English but the author focuses on students' writing skills to improve learning English, namely writing. Writing is the main subject used by students to translate a reading and as a description of language so that it can be understood by listeners. The opinion according to expert Nurjamal (2011: 69) suggests that writing is a person's language skills in expressing ideas, feelings, and thoughts to other people or parties using written media. In this case, writing is very influential in the student learning process. One important

component in the process of developing student knowledge is the development of creative ideas through writing.

One of the weaknesses of students' English writing skills at SMK Negeri 1 Bone is the lack of student vocabulary as a basis for knowledge, and student knowledge is very weak, especially when translating words or sentences students translate sentences using Indonesian. In addition, the teaching method that is often used by teachers at SMK Negeri 1 Bone is the lecture method so that learning becomes less interesting and students tend to be more interested in learning. With an increase in learning to write, SMK Negeri 1 Bone students hope to be able to build superior knowledge and develop school progress so that knowledge related to English is more developed.

Therefore, the researcher is interested in discussing students' writing abilities. That is by doing some learning methods. the learning method that will be used by researchers is descriptive text (pictures) in improving students' writing skills at SMK Negeri 1 Bone. Caption text it self is a learning that contains pictures that help students in compiling vocabulary, translating, and assisting students in the process of developing creative ideas in English through writing activities.

Based on the problems found, there needs to be innovation in the teaching and learning process. One effort that can be done is to create a more interesting atmosphere so that students are more focused when studying. Text caption learning method. Precisely, a learning model that is easier for students to understand and understand. Therefore, researchers are interested in conducting research entitled "Improving Students' English Writing Skills Using Text Captions in Class X SMK Negeri 1 Bone ".

METHODOLOGY

In this study the writer use method CAR (classroom action research) which carried out by action researche. This research focuses on solving student problems and can provide benefits to teachers. In its application this method is used to improve student writing skills. The classroom action research method is carried out with the aim of improving teacher professional services in organizing the learning process and as a model for students to improve their learning outcomes through innovative and creative teacher actions in an effort to overcome learning problems in class. Kusumah (2011:9) state that classroom action research is research (action research) conducted by research in the classroom and has a series of " -research-action-research-action...", which is carried out in network to solve problems. This classroom action research takes the form of collaboration, namely establishing partnerships and working with teachers to obtain information about learning. This learning problems in class can be solved together, so that the quality of learning can be improved.

RESULTS AND DISCUSSION

This chapter contains the findings that have been collected by researchers during Classroom Action Research. The findings of this study present an increase in students' writing skills. Where the findings are divided into three parts, namely findings before Classroom Action Research, Implementation of Classroom Action Research, and findings after Classroom Action Research. Then the discussion will be explained at the end of this chapter.

A. RESULTS

In this chapter, classroom action research discusses answers to problem formulations

which aim to improve students' English writing skills through learning text captions.

1. Students' English writing skills through learning text captions.

In this section, researchers found an increase in the learning process in class X TJKT 2 SMK 1 Bone students. During classroom action research, researchers evaluated students' writing achievements using a list of writing scores including the fifth writing aspect, content, vocabulary, grammar, composition, and mechanism. The results of student observations in the learning process regarding the application of learning using text captions in writing skills in improving students' writing skills in class ten of Watampone State Vocational School 1 which were concluded in two cycles over 4 meetings were taken by observers through writing performances. It can be seen clearly through the following table:

Table 1. The result of rubric score writing skill of pre-test

	Content	Vocabulary	Grammar	Composition	Mechanism
Mean	15,0	14,7	13,9	13,9	14,4

There is a fifth aspect in assessing students' writing skills which includes content, vocabulary, grammar, composition, and mechanism. Based on the table above, it shows the average score obtained by students in each assessment on the writing ability score rubric. In content assessment, the average content score is 15.0. In the vocabulary assessment the average score was 14.7, in the grammar assessment the average score was 13.9, in the composition assessment the average score was 13.9 and in the mechanism assessment the average score was 14.4. A total of 18 students got good grades, 8 students got fair grades, 8 students got not good grades. For more details, see the following graph.

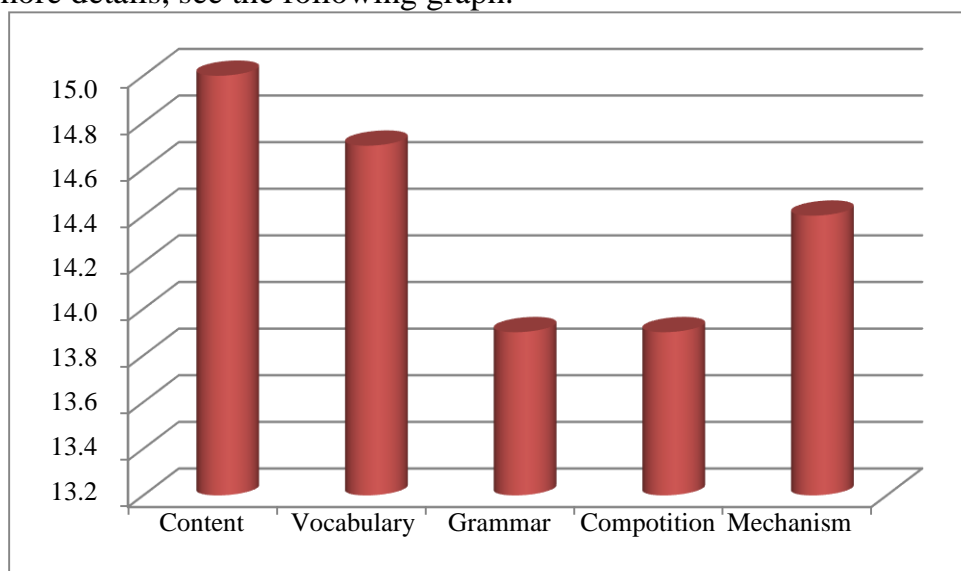


Figure 1 The Mean Score pretest

Table 2 The Result of Pre test

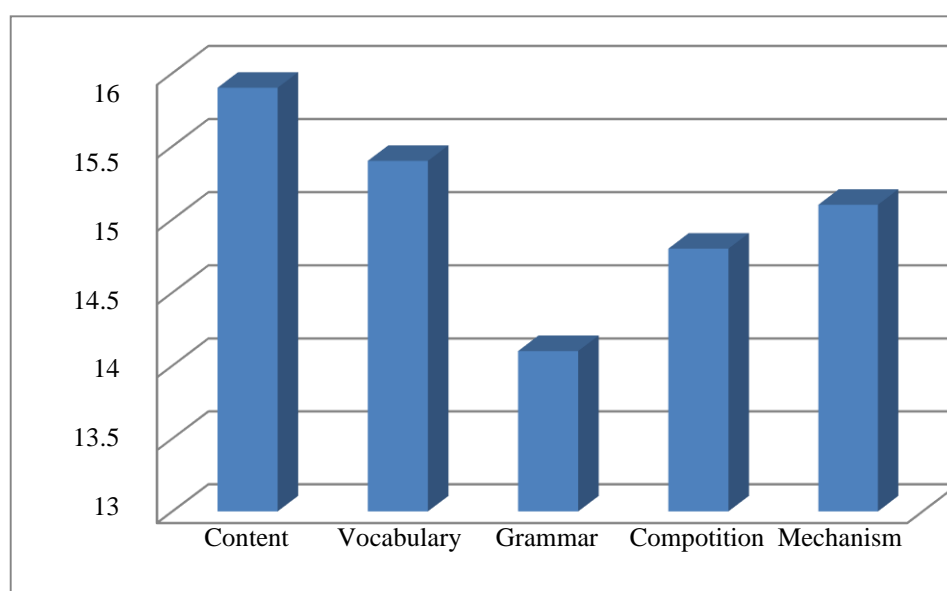
Score	Classification
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\bar{X}	52,9	Fair
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Based on the table above, the researcher can explain that the average student score is 52.9%. Based on the average score, the student's score is classified as medium. The highest achievement was 80 and the lowest achievement was 60. Based on calculations, the percentage of student scores obtained on the pretest was 66.9%. The conclusion is that the level of speaking ability of class X TJKT 2 SMK 1 Bone students is very low.

Table 3 The result of rubric score Writing skill in cycle 1

	Content	Vocabulary	Grammar	Compositio n	Mechanism
Mean	15,9	15,4	14,1	14,8	15,1



Based on the table above, it can be concluded that there was an increase in writing ability in the implementation of cycle 1, the improvement obtained was not much. In content assessment, the average content score is 15.9. In the vocabulary assessment the average score was 15.4, in the grammar assessment the average score was 14.1, in the composition assessment the average score was 14.8 and in the mechanism assessment the average score was 15. ,1. A total of 24 students got a good score, and 8 students got a fair score, and 2 students got a not good score. For more details, see the following graph.

Figure 2 The Mean Score in Cycle 1

Table 4 Student Activity in Teaching Learning Process

No	Activity Observation	Yes	Percentage	No	Percentage
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1	Students listen to the teacher's explanation carefully	21	62%	13	38%
2	Students listen to the teacher's explanation regarding learning objectives well	19	56%	15	44%
3	Students ask questions if something is not understood.	22	65%	12	35%
4	Students work on evaluations in the form of questions given by teacher's	17	50%	17	50%
5	Students collect their work to give to the teacher	19	56%	15	44%
6	The students closed the lesson by greeting and being very orderly	25	74%	9	26%
	Total	123	60%	81	39%

The table show the students activity in teaching learning process, according the observation sheet it was concluded that in cycle 1 the students were less active in the learning process and at the beginning of the implementation at the cycle 1 the researcher did not dominate the class and the explanation from the researcher not clear some of the students were difficult to understand about teaching material

Table 5 The Result of cycle 1

	Score	Classification
\bar{X}	70,6	Enough

Based on the table above, the average value of cycle 1 results is 70.6. The students are classified into fair grades. Judging from the results of the pretest average value of 66.9%, there was an increase in cycle 1, the average value was

70.6. In comparison between the pretest and cycle 1, there was an increase in the average score of 3.5.

The conclusion from cycle 1 is that students' writing skills are still below, as evidenced by the percentage of students who passed the minimum score on the pre-test of 72.0% and 753.% in cycle 1. There was an increase in the percentage of students who passed the minimum score.

Table 6 The result of rubric score Writing skill in cycle 2

	Content	Vocabulary	Grammar	Composition	Mechanism
Mean	16,1	16,0	15,6	15,6	16,0

Based on the table above, it can be concluded that there was an increase in students' writing skills in the implementation of cycle 2, the improvement obtained was not much. The average aspect score for content is 16.1. In the vocabulary assessment the average score was 16.0, in the grammar assessment the average score was 15.6, in the composition assessment the average score was 15.6 and in the mechanism assessment the average score was 16. ,0. A total of 6 students got excellent grades, 24 students got good grades, 2 students got fair grades and 2 students got poor grades. for more details, see the graph below :

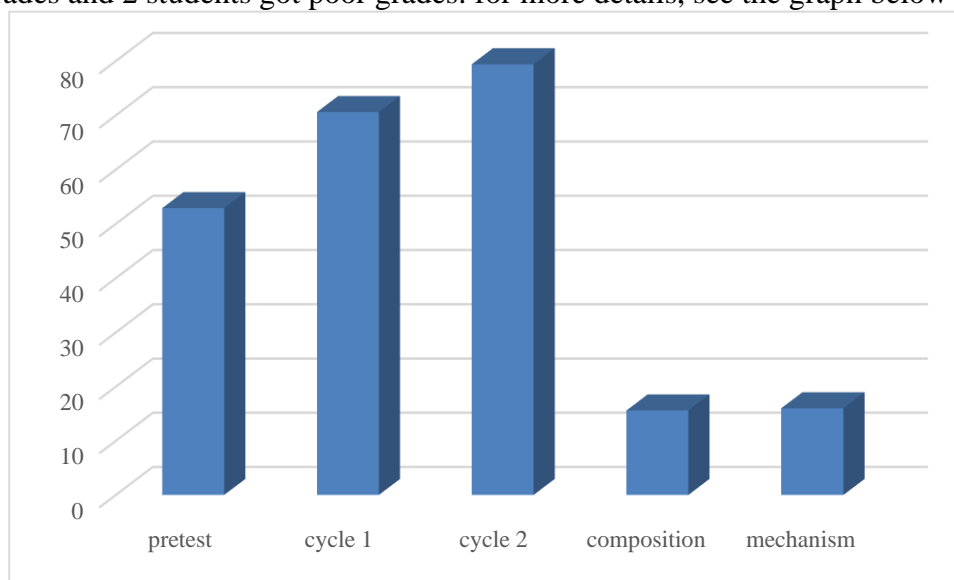


Figure 3 The Mean Score in Cycle 2

Table 7 Student Activity in Teaching Learning Process

No	Activity Observation	Yes	Percentage	No	Percentage
1.	Students listen to the teacher's explanation carefully	27	79%	7	20%
2.	Students listen to the teacher's explanation regarding learning objectives well	28	82%	6	17%
3.	Students ask questions if something is not understood.	25	73%	9	26%
4.	Students work on evaluations in the form of questions given by teacher's	18	52%	16	47%
5.	Students collect their work to give to the teacher	32	94%	3	5%
6.	The students closed the lesson by greeting and being very orderly	30	83%	4	11%

	Total	160	78%	44	21%
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The table show students in the process of learning to teach based on the observation sheet, it was concluded that in cycle 2 it was already done effective in leaning and implementation analysis in the research'e cycle dominated the class and explanations from students. The researcher explained the students already understand the teaching material.

Table 8 The Result of cycle 2

	Score	Classification
\bar{X}	79,4	Good

From the table above, the average score for cycle 2 is 79.4. Based on the average score, the student scorers are classified as Good. Judging from the results of cycle 1, the average score was 70.6%, there was an increase in cycle 2, the average score was 79.4. Comparison between cycle 1 and cycle 2, there was an increase in the average score of 16.7%.

Table 9 The result of pre-test, cycle 1, and cycle 2

	\bar{X}	Percentage	Improvement Pre-Test → Cycle 1	Improvement Pre-Test → Cycle 2
Pre test	66,9	52,9%		
Post 1	75,3	70,6%	12%	11,8%
Post 2	88,2	79,4%		

The table showed that the mean score of pre test, post 1 and post 2, its explained the mean score of pre test was 66,9 and percentage 52,9%, so it is classified as enough score. In post 1 and post 2 has been progress, the mean score of post 1 has been increase it is was 75,3 and percentage 70,6% it is classified as enough score. The mean score of post 2 was improve it was 88,2 and percentage was 79,4.

Table 10 The result of pre-test, cycle 1, and cycle 2

	Score	Classification
Pre test	52,9	Enough
Cycle 1	70,6	Enough
Cycle 2	79,4	Good

The table shows that the average pre-test score for cycle 1 and cycle 2 explains that the average pre-test score is 52.9% which is classified as a sufficient score. In cycles 1 and 2 there has been progress, the average score in cycle 1 has increased, namely 70.6 which is classified as a sufficient score. The average value in cycle 2 increased by 79.4 and was

classified as good. For more details, see the graph below:

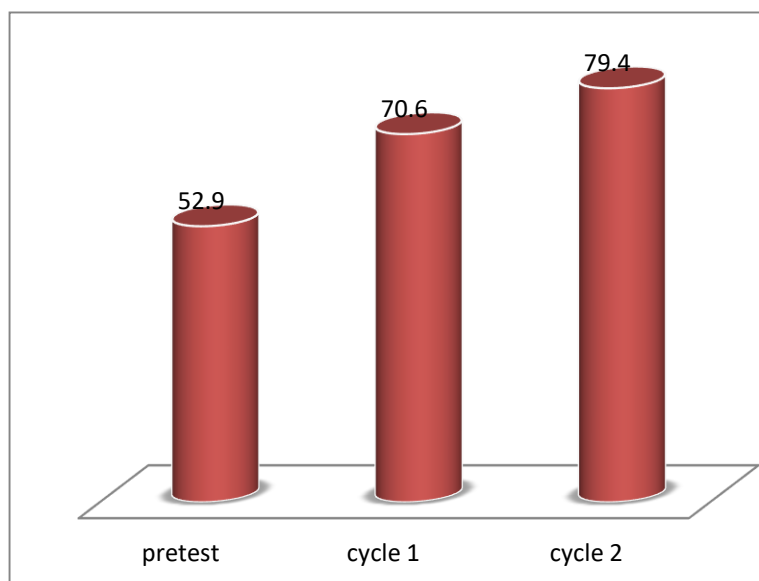


Figure 4 The Mean Score in pretest, cycle 1 and cycle 2

Table 11 The Improvement Aspect of Writing skill

No	Aspect	pre test	cycle 1	cycle 2	Improvement
1	Content	15.2	15.9	16.1	1.3
2	Vocabulary	14.7	15.4	16.0	3.9
3	Grammar	13.9	14.1	15.6	10.6
4	Composition	13.9	14.8	15.6	5.4
5	Mechanism	14.4	15.1	16.0	6.0

The table shows that the content in the pretest was 15.2 in cycle 1 was 15.9 and cycle 2 was 16.1 and the increase was 1.3. Vocabulary in the pretest was 14.7, cycle 1 15.4 and cycle 2 16.0 and the increase was 3.9. Grammar in the pre test was 13.9, in cycle 1 it was 14.1 and in cycle 2 it was 15.6 and the increase was 10.6. Composition in the pre test was 13.9, in cycle 1 was 14.8 and in cycle 2 was 15.6 and the increase was 5.4. Sense of mechanism in the pre test was 14.4, in cycle 1 was 15.1, in cycle 2 is 16.0 . The scores in cycle 2 increased which shows that students' writing skills have improved through the caption text learning method.

B. DISCUSSION

The main aim of this research is to find out whether the use of caption text can improve the writing skills of class X TJKT 2 students at SMK Negeri 1 Bone. To find out the research objectives, researchers used tests as instruments. The test is given via pretest and posttest (in cycle 1 and cycle 2). Based on the research results, it has been explained that implementing English language learning using text captions can improve students' writing

skills. This can be proven by an increase from the pre-test cycle 1 and cycle 2.

This classroom action research was carried out in two cycles. Each cycle is carried out in four stages, namely: (1). Planning (2). Actions (3) Observation, and (4) reflection. Students' writing abilities before using the Discourse Multi Representation (DMR) learning model can be seen from the results of initial observations and pre-tests carried out before conducting research where these results show that students' writing abilities at SMK Negeri 1 Bone are still low. This is because students are less interested in learning English, because the method used by teachers in learning is the lecture method, this makes students quickly bored in learning.

Students have great difficulty writing in English, students. This is because the vocabulary that students have is very limited, and also because the use of Indonesian is prioritized in learning English to overcome this problem, researchers used the Text Caption learning method. By applying this learning method students will be much more active in the learning process because with this learning method students carry out learning visually, and describe pictures with their friends so that the material studied will be easier to understand.

CONCLUSION

Regarding the findings of this research, it can be said that this research was successful. First, the results of this test show that the improvement in students who initially only achieved sufficient grades, can increase to good grades. In the pre- test, there were 8 students who passed the minimum score and there were also 18 students who were outside the target. Before the PTK was carried out, the students were less enthusiastic about learning, sometimes they felt bored while participating in the learning. process that causes only some to pass with minimum marks. In cycle 1 there were 24 students (75.3%) who passed with a minimum score. In cycle 1 students started to enthusiastically participate in learning because they seemed active in the caption learning process. And in cycle II there were 30 students (88.2%) who achieved the minimum score. In cycle 2, most of the students were enthusiastic in the process of describing caption text images, students were also able to describe each image in writing caption text using English. Based on the statement above, it can be concluded that the Caption Text learning method can improve students' writing skills at SMK Negeri 1 Bone.

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