
Improving Student's Writing Skill By Using Yes English Book For The Beginner Level

^{*1} Mira Mira, ² Yulia Nugrahini

^{1,2} Faculty of Social Humanities, Bhinneka PGRI University, Tulungagung

¹ E-mail : mirasartika1810@gmail.com, ² E-mail : yn.max88@gmail.com,

Author correspondence: Mirasartika1810@gmail.com

ABSTRACT : Writing skill is a hard skill among others because it has to be a concern more about it, and we need to follow some rules that related to every single step, they are word choice, coherent, correlation, and grammar. The students should choose the proper word to express meaning so that the readers catch what information they wrote. The information of each paragraph, main idea, and the argumentation of the researcher should be coherent. Grammar also plays important role in writing. The use of correct grammar will not be confusing the readers. Moreover, the error of using grammar will make a serious misunderstanding toward the readers. The successful of learning writing is not merely depending on the students, but it needs a teacher contribution to reach the learning of English writing.

Keywords : Yes English Book , Writing Skill, Improving,

1. INTRODUCTION

The Importance of Writing Skill for Students

In this worldwide time, increasingly advancements will happen in this nation. Beginning from free exchange, the expanding number of outside companies built up in Indonesia so that the utilize of universal dialects such as English has ended up exceptionally far reaching, of course for imminent business people and work searchers it has gotten to be a need to be able to ace English so that they can keep up with current improvements in this period. this globalization.

English is the foremost widely talked dialect within the world, this dialect is the mother tongue of more than 400 million individuals all through the world. Each day, millions of individuals utilize English at work and in social life. When heads of state meet each other at world-level conferences, English is the dialect most regularly utilized. Moreover, when individuals from distinctive countries meet each other, English is the as it were interfacing dialect utilized by them.

Studying english, there are four skills, namely: speaking, listening, reading and writing. By training these four skills, writing in English, as one of the four language skills, is an important tool for expressing ideas. Furthermore, writing cannot be left to a scientist or someone who carries out work related to the written form (Wiratno, 2003: 2). Writing is a “thing” that is independent of specific contexts, authors, and readers, and learning to become a good writer largely depends on knowledge of grammar.

This view sees texts as arrangements of words, phrases, and sentences, and those who use them in teaching believe that students can learn to say exactly what they mean by learning to combine them effectively. In teaching writing, teachers emphasize the structure of language, which often consists of four phases (Hyland, 2003). Writing is a complex, challenging and difficult process as it requires many skills such as creating a thesis statement, writing additional details and developing topic sentences, checking for errors and making necessary changes after revision (quoted in Javid and Ummer, 2014), page 53), (Thesis of Rista, 2021)

To write good texts, students need to be more attentive and knowledgeable about grammatical structures, vocabulary, punctuation, spelling, and good paragraph writing. Based on the results of preliminary research, interviews, and observations, there are five basic problems in students' writing, namely writing, organizing ideas, expressing ideas, writing good paragraphs, and making many grammatical and spelling errors. In this condition, researchers work together with tutors to improve students' writing. The method used by the tutor is the discussion method and the researcher use the method of using Yes English book. Students do not like English lessons. This may happen because the material is less interesting and the methods used make students bored.

Improving Student's Writing Skill by Using Yes English Book

The results of this study are taken from what happens in the process of teaching and learning from the beginning to the end of the process of teaching and learning done in this study. The purpose of this study is to improve students' writing skills using the Yes English book. This class consists of primary school students accompanied by an English teacher. The researchers conducted this study at Bimbel Ahe Air Mesu because the standards of the students in the material were the same. In this lesson, the material includes greetings and parting, self-introductions, animals, descriptive texts, present continuous, etc. The researchers applied it in one cycles, with the first cycle consisting of two meeting. At the last meeting of each cycle, the researchers administered a post-test to determine improvement in students' writing skills.

2. METHOD

The type of this study was classroom action research. In the English classroom, gaps between real and ideal situations require action. The purpose of the research was to overcome the problems and improve the teaching-learning process. Many definitions of action research have been proposed by experts. Elliot (1991, Burns, 2010:5) defines action research as "the study of a social situation with the aim of improving the quality of the action taking place in

it". Mc Niff and Whitehead (2006:7) describe action research as a form of research that allows professionals everywhere to examine and evaluate their own work.

In addition, Burns (1999:5) states that "action research is a self-reflective, systematic and critical approach to the study of participants who are also members of the research community. The above definitions suggest that action research is the study of a social situation that enables actors everywhere to improve the quality of the activities taking place in it. In general, action research has the following characteristics (Cohen and Manion, 1980; Burns, 1999, McKay, 2006:30): 1) situational, contextual, small-scale and local and related to the real situation, 2) evaluative and reflective, 3) inclusive, and 4) practical changes based on collected information that motivates change. In operational research, the task is not finished when the research is finished. Participants will continue to review, evaluate and improve practices. In conducting research, Kemmis and McTaggart's modified process in Burns (1998:32) state that action research occurs through a dynamic and complementary process consisting of four essential "moments": planning, action, observation, and reflection

3. RESULT AND DISCUSSION

In the discussion, the researcher introduced the application of the material of the Yes English book in improving students' writing skills. Students respond to teaching writing and improving students' writing ability at basic level of Bimbel Ahe Air Mesu. After introducing Yes English book, The researcher also conducted an interview with one of the students after the introduction of the Yes English book. The result of the interview was that they liked the writing class. The students also said that their confidence with using the Yes English book can help them facilitate greetings and parting conversations.

Based on the survey results, the first improvement was related to the content. The Yes English book given during teaching and learning to write can encourage students to generate ideas. This can help them think of important ideas they should be written down by using Yes English book, the students could better understand the concept of the simple present tense. By looking in the dictionary, students were able to use more appropriate words in writing. They can choose words according to context they are needed. Based on the analysis of the average marks of the writing test, it can be concluded that using the yes English book improved students' writing skills.

Based on the above information, the researcher's conclusions are as follows. The first is to improve students' writing skills. Before the activity, students' writing skills were still weak, but after the activity, students' writing skills improved. It can be seen that after the action

research test scores improved compared to the post-test. Writing composition such as content, organization, vocabulary, language and also mechanics are improved. In addition, before the activity, the researcher had problems learning to write, such as (1) distinguishing tenses, (2) creating sentence structure, (3) using spelling and punctuation, and (4) memorizing vocabulary and forming words into paragraphs. After the activity, students' writing skills increased, students also used words in spelling and punctuation. In addition, students were able to make sentences with the correct structure. And then the students could organize their ideas into written forms.

Based on the analysis of the average values of the writing test, one can conclude that using yes english book in the writing test could improve the writing skills of the students. The researcher found that most of the students could write well. This can be seen in the students' test results. This shows that they can create a good greeting and parting conversation. Thus, the researcher concludes the improvement that the Yes English book improved the writing skills of the basic students of Bimbel Ahe Air Mesu.

4. CONCLUSION

In this study, the researcher conducted a classroom action research to improve students' writing skills using by Yes English book. The researcher is concerned about the implementation of the yes english book between the researcher and the students to improve their writing skills. This technique was well applied in the English teaching and learning of Bimbel Ahe Air Mesu. Based on the research results, the result of the writing activity carried out in one cycles showed that the improvement of students' writing ability is reflected in the improvement the first posttest mean was 80. Therefore, it can be concluded that teaching writing through English can improve writing skills. Hopefully, students can achieve optimal writing skills through yes english book. The researcher hopes that the researcher has inspired English teachers to take care of the yes english book in the classroom.

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