Research Article

IMPROVING STUDENTS' WRITING ABILITY IN SIMPLE PAST AND PRESENT PERFECT TENSE THROUGH TEACHING STRATEGY OF ERROR RECOGNITION

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Abstract: The research was done because more students met difficulties in writing. The objectives of the research are 1. To improve students' writing ability in simple past tense through teaching strategy of error recognition; 2. To improve students' writing ability in present perfect tense through teaching strategy of error recognition. The total subject of research is 43 students of two different schools. Techniques of collecting data are test, observation, document, and photograph. The research was in Classroom Action Research with two cycles and each cycle has four steps; planning, acting, observing, and reflecting. The result of analyzing data for students' ability in simple past tense in cycle I, the "mean" was 60,8. The percentage was 23,37 %. In step II, the "mean" was 78,65 (more than KKM). The percentage of passing was 76,63%. (higher than 75 %). There were improvements from cycle I to cycle II. It is concluded that teaching Strategy of Error recognition in teaching and learning process can improve the students' ability in writing simple past tense at private senior high school Serang. The result of test score for students' ability in present perfect tense in step I, the "mean" was 61,35 (less than KKM). The percentage of passing was 23,69 % (less than 75 % minimal mastery level criterion of passing). In step II, the "mean" was 78,25 (more than KKM). The percentage of passing was 76,63 % (higher 75 % minimal mastery level criterion of passing). There were improvements from step I to step II. It is concluded that teaching strategy of error recognition in teaching and learning process can also improve the students' ability in writing present perfect tense at private senior high school Serang.

Key Words: writing ability; error recognition teaching strategy; classroom action research

Introduction

Writing is an important aspect in English. It is needed in many aspects of life. It is the primary basis upon which communication, history, record keeping, and art. Writing is the frame work of our communication. We are encountered with writing every day of our lives. It is like an office memo, restaurant menu, or a love letter. Communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source. Writing is also needed in workplace. In the workplace, it is needed to make sure that you proofread everything you write, from an email to a company memo.

Good writing skills are a key asset at every stage of career, from the moment you write letter and resume/CV until your retirement party. This is especially true for administrative professionals who are responsible for a significant amount of written communication on a daily basis. Writing abilities can help you move up the corporate ladder. Having good writing skills is one of the best bets to seal your deal. Writing is portable and permanent. It makes your thinking visible. Writing helps people move easily among

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facts, inferences, and opinions without getting confused—and without confusing the reader. Writing can promote people's ability to pose worthwhile questions. Writing fosters the ability to explain a complex position to readers, and to themselves. Writing helps others give you feedback. Writing helps you refine your ideas when you give others feedback. Writing requires that you anticipate your readers' needs. Writing ideas down preserves them so that you can reflect upon them later. Writing can stimulate people to extend a line of thought beyond the first impressions or the responses. Writing helps people understand how truth is established in a given discipline. Writing equips people with the communication and thinking skills you need to participate effectively in democracy. Writing is an essential job skill.

Basically, writing skills make a difference in how you come across. People with good writing skills are generally seen as more credible. Better writers tend to get higher grades and be perceived as more competent and more intelligent than their less literary counterparts.

Today we see more and more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers have an immediate negative reaction if they spot a spelling or grammatical mistake. Correct grammar, punctuation and spelling are key in written communications. More teachers simply stick to the textbook and adopt a very traditional method in the class. The teacher teaches the class a sample of writing in the unit, which usually consists of several sentences. Then, with the help of some guiding questions, the teacher asks the class to do parallel writing, which means to write a similar text by changing simply the names, pronouns, numbers or some details of the original text. Finally, the students copy the answers to the guiding questions in their exercise books, and submit their 'composition'. The English teachers demonstrate their traditional method also through the way they treat the four skills in English. The writing skill is taught separately in the assigned composition lesson, which does not use students' experiences and basis knowledge. Interaction between the teacher and students, and among students is minimal. Students are required to work on their own and compile the answers to the guiding questions into a piece of 'composition'. Hence the writing class is rendered boring, and students are not motivated to learn writing.

Students who learn English often have difficulties. English has its grammar as the rules of the language. It also does exist when it should be implemented in writing. There are several rules that should be applied. English has tenses. Tenses are not the same with time. Declerck, Reed, and Cappelle (2010) say, 'Time is an extra linguistic category.' Time is not part of linguistic. It stands alone, independently. Meanwhile, Declerck, et al. (2010) state, 'Tense is a linguistic concept: it denotes the form taken by the verb to locate the situation referred to in time.' They also state that there are seven traditional names for tenses in English. Those are Present Tense, Past Tense, Future Tense, Present Perfect, Past Perfect, Conditional Tense, and Conditional Perfect. All tenses have the progressive and non-progressive form for each tense (Declerck, et al., 2010). So, when writing in English, people need to consider when the activities happen and which tenses they will use. If the activity happens in the past, it will use Past Tense while if the activity happens in the present it should use Present Tense.

Actually, many middle school students have some difficulties in learning English and English language skills. According to them, these problems can be known from the results of student achievement and teacher evaluation. So the teacher's role is very important to make students creative to solve their problems.

In this research, the author chooses two Islamic Boarding School. They are Senior High School in Daar El-Istiqomah Boarding School and Senior High School in Riyadhus Sholihin, Serang city. Some of the Difficulties Faced by Students in Learning Simple past tense. Students find difficulties in learning simple past tense and present pefect tense.

Some problems that the students met. The students had difficulties in writing sentences, speaking, pronouncing words correctly. Especially in writing, students could not place the correct words in correct place. They were still confused in choosing correct verbs that must be used in the sentences especially in past tenses and present perfect tense. They didn't know to choose kind of verbs that should be used in writing sentences and error recognition test.

This research is focused in Improving Students' Writing Ability in Simple Past and Present Perfect Tense through Teaching Strategy of Error Recognition at Private Senior High School Serang. Research is done at two private schools. They are Senior High School Riyadhus Sholihin Al Izzah Boarding School and Madrasah Aliyah Daar El-Istiqomah. The research is focused and limited at Class XI. There are 20

students in Riyadhus Sholihin. They are 23 male students at Madrasah Aliyah Daar El-Istiqomah Islamic Boarding School. It is in second semester, academic year 2019-2020.

Method

In this research, it is used Classoom Action Research with two cycles; and each cycle has four steps. They are planning, acting, observing, and reflecting. This was done in two senior high schools in Serang, in second semester, 2019/2020. The techniques can be conducted as follows: test, observation, photograph, and document. To analyze the data of the test, the formula of descriptive statistics would be described in the following points. They are "mean," percentage of passing. To analyze data of students' difficulties, researcher would analyze the data of observation and the result of the test especially in cycle I. The data would be analyzed by identifying thestudents' answers. If they had score lower than the minimal mastery level criterion.

Results and Discussion

Results

In step I, it's found that students' mean score was 55,70 and total of students who passed minimal mastery level criterion (KKM) was 4 (17,39%). For students' ability in present perfect tense in step I, the "mean" of test score for two schools was (67 + 55,7) / 2 = 61,35. It means that the score was less than minimal mastery level criterion (KKM) 75. The percentage of passing for two schools was (30 % + 17,39 %) / 2 = 23,69 %. It means that it was also less than 75 % (minimal mastery level criterion of passing). Based on the result of analyzing data, Mean and total students who had passed at Riyadusholihin and Daar El Istiqomah was still lower than minimal mastery level criterion (KKM). It means that must be gone on step II.

The next, the result of the evaluation test in step II as follows: For students' ability in simple past tense in step II, the "mean" of test score for two schools was (79,5 + 77,8) / 2 = 78,65. It means that the score was more than minimal mastery level criterion (KKM) 75. The percentage of passing for two schools was (75 % + 78,26 %) / 2 = 76,63 %. It means that it was also more than 75 % (minimal mastery level criterion of passing). The cycle can be stopped. For students' ability in present perfect tense in step II, the "mean" of test score was (79,5 + 77) / 2 = 78,25. It means that the score was more than minimal mastery level criterion (KKM) 75. The percentage was (75 % + 78,26 %) / 2 = 76,63 %. It means that it was also higher than 75 % (minimal mastery level criterion of passing). The cycle can be stopped. The result of analyzing data in cycle II at Senior high school Riyadussholihin Al Izzah and Madrasah Aliyah Daar El Istiqomah for Simple Past Tense and resent perfect shows that there was improvement. They are more than minimal mastery level criterion (KKM). The number of successful students' score is also 75% and more. It could be said that the cycle could be stopped.

Discussion

The result of the data analysis stated there are improvement for the test score. It's also seen in result of observation. At the first cycle, students there still lack of vocabularies; students were low in motivation. Students were still confused to do the test; some of them were still confuse in understanding the simple past tense. More students were not interested to write. Many students could not use grammar for simple past tense and present perfect tense correctly. Many students were lack of vocabularies.

In cycle II, The students had been serious to study. The students had higher motivation to ask if they had difficulties in writing sentences. The students understood materials given. The students were confident to write. The students were enthusiastic to develop. It could be seen that many students asked to the researcher about simple past tense.

It means that error recognition can make students more diligent, happy, serious, and high motivation. Students can identify and analyze sentences carefully and correctly. At the end, the students get higher score.

Based on the information above, it can be said that error recognition technique in teaching learning method has important thing in teaching learning process. This technique is a technique that can develop students' basic experiences and nature. This can make students easier to understand the material that the teacher explains. Students can implement their experience in writing to communicate everything that they want. Students can also write sentences correctly.

By using Classroom action research especially in using error recognition, the teacher can help students in investigating problem encountered in class and finding the solution. It can give the appropriate and effective teaching learning process to students. The teacher is able to try varied method in teaching learning. By conducting classroom action research, the process of trying and seeking methods becomes effective with scientific research. The teacher can implement appropriate and effective teaching learning and use systematic strategy for collecting information from the setting.

In teaching learning process the students were not only getting enough just by doing something but also implement social, affective, and cognitive domains into the physical education curriculum. This technique involves introducing a concept by first giving students information on a concept and giving time for them to explore it on their own or in groups.

This had been found by Christopher Mc Cormack, Conchúr Ó Muimhneacháin, Ray O'Neill and Kevin McDermott as the result of their research that they stated that: Action research is an appropriate form of continuing learning in a variety of contexts. Action research can be seen as a form of problematic learning, not as a pathway to a specific outcome. Workplace dilemmas are often related in a deep way to forms of knowledge. The idea of action research needs to remain fluid and problematic.

This reason can be understood because action research involves learning in and through action and reflection, and it is conducted in a variety of contexts, including the social and caring sciences, education, organization and administration studies, and management.

The use of error recognition as the technique in teaching leaning in this research is implemented to have some advantages. Error recognition in teaching and learning can make meaningful. It can be as self-regulated learning. Students can do significant work. With error recognition technique in teaching learning process, the students have collaboration. The students can be critical and creative thinking. It can reach high standards of achievement. It has a authentic assessment. It can help the teachers to relate the material of lesson to the real situation. Their experience can motivate them to achieve high academic standards, to perform authentic assessment task and being receptive to a mentor's advice. The language learning can be better and interest if the teacher does her/his rule using the best approach for help to students how to use the language. Error Recognition technique in teaching and learning can help the teacher to perform students' critical thinking. It can give the chance to students to use language through oral and non-oral.

Teachers in error recognition technique is regarded as facilitator, organizer of the teaching/learning/assessment process, role model, learning mentor, content specialist, and knowledge distributor. Activities that could be implemented in Error Recognition technique to involve problem-solving task. The problem based learning generates students to think critically to find the answer as well as learning. The students are encouraged to identify and evaluate existing knowledge and skill resources and then to make the best possible use of them. The students can begin with either a real or a simulated problem. Students then use critical thinking skills to lead them to a systematic approach of inquiry and to address the problem or particular issue.

Error Recognition technique in teaching and learning can help the teachers and students relate the meaning through prior and new knowledge to get new understanding. It also motivates the learner to take a charge of their own learning and to relate between knowledge and its application to the various contexts of their lives. Besides, it can produce the process of learning more meaningful because the students can enjoy their own learning by doing the practical activity. It can strengthen students' memory and understanding of the concept because the students are learning through the material that has taken from their experience and new knowledge. The students can be easy to remember, recall, and comprehend the material. The students discover meaningful relationships between abstract ideas and practical applications in the context of the real world; concepts are internalized through the process of discovering, reinforcing, and relating.

When covid-19 is as pandemic, most governments around the world have temporarily closed educational institutions in an attempt to contain the spread of the COVID-19 pandemic. These nationwide

closures are impacting over 60% of the world's student population. Several other countries have implemented localized closures impacting millions of additional learners. UNESCO is supporting countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning.

Indonesia has got pandemic of covid 19 since the beginning of March, 2020. It gives the great effect for all education activities. There is no teaching learning classically. Teachers, after that, creatively, teach students on line in internet. They use whatsapp message, whatsapp video call, zoom, etc.

On the other side, other parents have reported a lack of assistance for their children during the current school closures, more so for children with special needs. Students' parents have extra work to teach the children to study at home and motivate their children and learn how to support her child's studies. Most of the teachers only give out homework without providing adequate learning tools or materials. Other parents have complained that the learning materials from schools are hard to understand for children with disabilities.

In this condition, government, all of the teachers and the parents do save the Children Indonesia's rapid needs assessment found instant messages are the most preferred media by teachers to share learning materials children receive assignments from WhatsApp. The recommendation the Education and Culture Ministry to continue developing and publishing learn-from-home guidelines for local education agencies, schools, teachers, parents and students that follow international standards. Those standards are beneficial to ensure schools operate safely, adapt school policies and establish new school procedures, monitor attendance, support specific marginalized groups, explore lists of resources for no-tech or low-tech learning, run teacher peer-coaching and support parents as teaching partners, and prevent violence that may occur in the context of COVID-19. Citizens can monitor implementation of the ministerial regulations on the school operational assistance (BOS), which now can be used for teachers' pay, transportation expenses, as well as data packages and hygiene equipment for schools. The government must make sure children and teachers without access to online technology can still learn with alternative offline or non-digital methods effectively. Equipment such as textbooks and printing and data services must always be available and distributed for students. Schools for children with special needs and other public schools that implement inclusive education should use the available budget scheme for accessible learning materials, teaching assistance for parents and learning methods for children with disabilities. Parents, teachers, children themselves and the community can do their part by monitoring the use of this budget in their area. To ensure children's safety while learning, we also aim to strengthen child safeguarding systems in communities to prevent and quickly handle domestic, physical, sexual and online violence. Every child must enjoy their right to education even in emergencies. We will not come out and thrive from this crisis if there are still children who are not learning.

This condition also happens when this research was done. Because of the situation, the researcher also taught and test the students on line, especially for the students at senior high school Riyadhussholihin Al Izzah Serang. In this condition, researcher did research through internet on line. The researcher had to teach one by one in order to get more successful teaching learning activities. Although the students there were taught on line, the research was done successfully.

On the other side, researcher taught students classically at Madrasah Aliyah Daar El Istiqomah. This boarding school still asked the students stay at the boarding themselves. The research could be done successfully.

As the effect of different condition, the research was done differently. Although it was done differently, the result or the score of the test did not have significant differences. It means that teaching students using error recognition has good technique to get more understanding for the students in understanding materials that the teacher teaches.

Conclusions

1. Teaching strategy of error recognition in teaching and learning process can improve the students' ability in writing simple past tense at the private senior high school Serang.

2. Teaching trategy of error recognition in teaching and learning process can improve the students' ability in writing Present Perfect Tense at the private senior high school Serang.

Suggestions

Based on the conclusions above, the researchers have the following suggestions:

1) For readers of the novel "The Old Man and The Sea" by Ernest Hemingway can take the good moral values contained in the content of the story. The good moral values of the story should be used as examples and references to be applied later in daily life.

2) For students from elementary, junior high, high school, and even college level, students should be able to make the novel "The Old Man and The Sea" by Ernest Hemingway as an example in undergoing the process of education, especially character education, moral, both in the school environment or campus, at home, or in the community.

3) For teachers, in order to be able to use the novel "The Old Man and The Sea" by Ernest Hemingway as a source of learning, especially in the field of education for the formation of student character at all levels.

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