The Development of Writing Materials Based on Learning Strategy in Enhancing Student Writing Achievement at SD IT Bunayya Tangerang in 2021/2022 Academic Year

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Abstract.The purpose of this study is to find out the relationship between reading habits and the ability to write in English.The tests were pre-test and post-test. To analyze the qualitative data, the researcher used interactive data analysis models. For the quantitative data, the researcher analyzed the mean scores of the tests to compare differences between pre-test and post-test. The results of the research show that teaching writing skills by using pictures could improve the students' writing skills and the class condition.The method used in this study is a descriptive method with correlation analysis techniques. The population of this study was all V grade students of SDIT Bunayya Tangerang academic year 2021-2022, totaling 23 students who were used as samples. The instruments used in data collection are questionnaires, objective tests and essay tests. Questionnaires are used to get data about students' reading habits, objective tests are used to get data about creative thinking skills and essay tests are used to get data about the ability to write in English subject of students.

Keywords:Development, Enhancing, Writing

I. INTRODUCTION

Functioning again readers know the background of your research and most importantly, why your research is important in this context. The purpose of the introduction is to stimulate the interest of the reader and to provide the related background information needed to understand the rest of the article. The contents of the introduction include.

In order to make students able to use English as a language and use it properly based on the function, active skills (speaking, writing. vocabulary, reading, grammar) are needed to be taught. In teaching specifically writing we need a lot of vocabularies to make speaking or conversation, we can use various fun and effective methods and techniques to attract.

Studying English is very important, because English has become an international language, which is used by most groups in the world. Many countries use English as their second language, except Korea In spite of the difficulties in studying English, it is useful to learn the language because it makes us easy to all areas of life such as: trade, economy, politics, education, science, technology and so on.

We know that the main function of language is as a means of communication. Related to that statement we have to know that English can be divided into two types based on the process, active skills (speaking and writing) and passive skills (reading and listening).

In Indonesia English is not appreciated as a second language but English is a foreign language. English is also called as the target language that has to be taught in schools today's Indonesian curriculum. Therefore, the student is desired to expand their talent in English.

Increasing the students' talent in mastering English the teachers have to think how to make students master English for their own motivation. There are so many talks, techniques, and procedures that can be used by the teacher.

One technique that was used by the teacher to increase the students' talent in English was writing. Through games and sometimes listening to music it can be used, there are so many leverages for students and teachers in the studying process. The students can be more inspired and provocation. Games provide language practice in profuse skills of speaking, listening, reading especially writing.

One of the aims of teaching English is to enhance students to be able to understand English words which they might find in their environment. In fact, students often find problems in learning the words. So it needs more teacher's attention to make the transfer of the vocabulary process easier to grasp and more fun toAccording tomy experience when I drafted women courses

Seeing the importance of writing skills for students at SDIT Bunayya Tangerang as described above, it is necessary to develop teaching materials through learning strategies. Results of preliminary studies to elementary school SDIT Bunayya Tangerang it was found that according to the teachers and principals of elementary schools SDIT Bunayya Tangerang Writing teaching materials have not been developed based on descriptive strategies such as experiential writing learning strategies, discussion strategies, etc. Look for others and choose one of them.

After that, it was continued that in this research the title is "The Development of Writing Materials Based on Learning Strategy in Enhancing Student Writing Achievement at SDIT Bunayya Tangerang in 2021/2022 Academic Year.

Writing in English is difficult for students even though this pandemic situation exists for students and teachers have the same difficult situation.

Online learning makes it difficult. because they are lack of vocabulary, the lack of motivation and the lack of listening improve the students' mastery of vocabulary because vocabulary is one of the language components that has to be taught to the students in learning a foreign language. Therefore, the positive situation is that the students and the teacher dominate the scientific care of technology.

II. RESEARCH METHOD

In order for the research to be more targeted, it is necessary to determine the formulation of the problem to answer the research problem appropriately. Based on the limitations of the problem, the formulation of the research problem is compiled in the form of questions as follows

1.How development steps in writing English for studentsThe objects are students of SDIT Bunayya Tangerang grade V. This research uses R&D . According to Wahyudi (2013: 20) developing a product using Addie's model is good enough. It's because Addie's model has 5 steps that are quite enough to do. Addie's model consists of Analysis, Design, Development, Implementation and Evaluation like Addie's model.
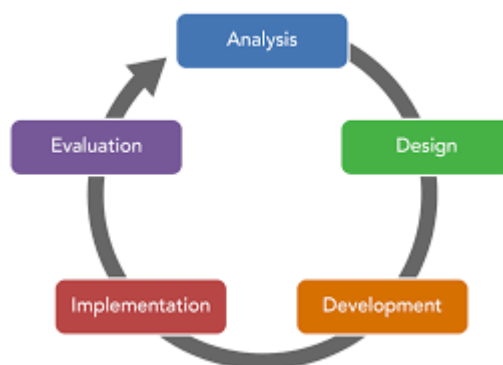

Figure 1. Subject, Object and Research Time

The subject in this research and development were students in grade FIFTH, totaling students at SDIT BUNAYYA TANGERANG. The time of the research is from the beginning of April to May 2022. In this research, the researcher develops a pocket book for writing using Addie's model as guide. There are 5 stages of Addie's model consisting of Analysis, Design, Development, Implementation and Evaluation.

Analysis stage The analysis phase is where multiple collected and processed items are examined, correlated, and given the necessary context to make them useful. This is where intelligence goes from just being loosely related pieces   of data to a finished product that is useful for decision-makingDesignstage

In this research design the researchers usea Topic in the data collecting process. Find a topic, write out a topic and brainstorm, select your paper's specific topic from this brainstorming list, in a sentence or short paragraph, describe what you think your paper is about. Development stages Development stagerefers to the first phase in the life cycle of a new business. During the development stage, companies focus on establishing themselves.

Implementation stage

During initial implementation, school leadership teams from the pilot schools are responsible for management of MTSS at the school level. The school team creates a school-wide plan and embeds this within the school improvement framework.

Evaluation

The evaluation stage is the culmination of a series of evaluative exercises conducted at each stage in the life of the project. The end-of-project evaluation   ion is based on a foundation laid during the definition of desired performance and fed by assessments conducted during intervention selection and implementation.

Data Collection Instruments and Techniques

In this research, the researcher uses some 3 techniques in collecting data. Those are observation, interview, and documentation. According to Ary (2010:450) said that observation is a basic method for obtaining data in qualitative research. The researchers have been monitoring and describing on this teaching and learning activity. It is the list of some points that the researchers want to observe when observation takes place. The focus of the observation is teaching and learning writing, the researcher observes want to know and need to gain the information. In the observation of this study, the researchers observed the school conditions and speaking activities. So, researchers only observe those areas. The writer used an independent essay test with the topic captured in the pictures. It describes about "My School" the students had to make short paragraphs related to the topic. The procedures of the research are:

1. Firstly, he met the headmaster to get his permission to do research in his school.
2. She observed the process of teaching learning in the classroom.
3. One week after that she came to the field and gave the students VIII the writing test.
4. Then, the students did the test in the classroom for 45 minutes.
5. So, she collected their writing test.
6. After that she analyzed their work in order to find the errors that were made by the students. She focused on the fourteen parts of errors in this research. Those are singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.
7. Finally, he calculated the total error and made the percentage of error.

III.   RESULT AND DISCUSSION

Effectiveness in teaching and learning is very important. The existence of this effectiveness makes teachers and students become structured and directed in carrying out learning activities. This is useful for achieving the goals that have been planned so that learning activities are maximized.

The results of the data before and after conducting the study were very different, before a teacher made self-improvement by improving his human resources, the students of SDIT Bunayya Tangerang experienced difficulties in terms of writing and understanding English

Another thing is that after the teachers held training to improve the quality of teachers, the students also experienced an increase in terms of knowledge and the quality of the students were able in terms of writing in English, so according to the table data that has been made, it is explained that there is an increase in obtaining teacher knowledge and students must work together which must be equally disciplined, diligent in studying, there is a self-drive to be diligent in English and serious in learning, there is an interest in learning grammar, listening, vocabulary because this is all to do with writing.
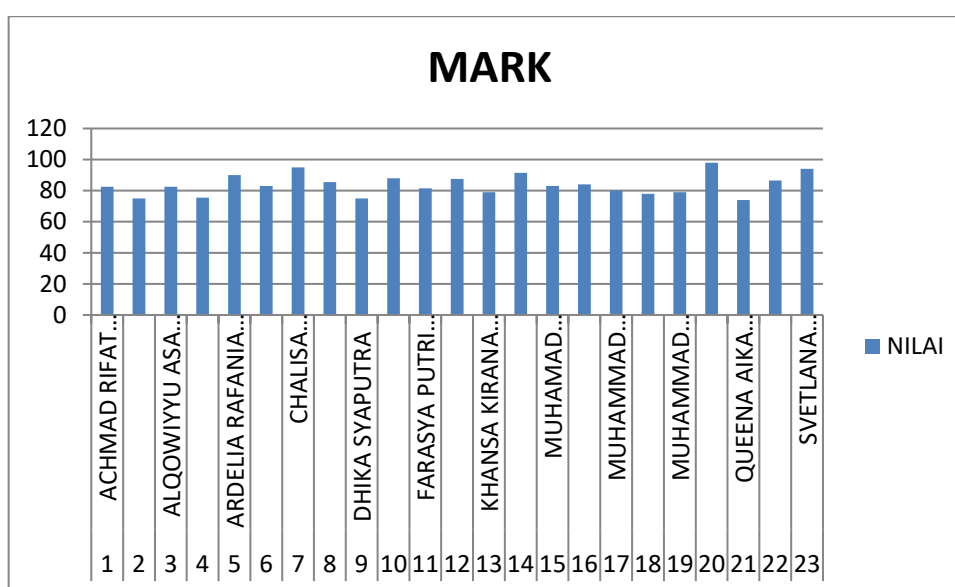
Graph 1. Grade 5 Students' Values at Bunayya Elementary School

READING HABIT QUESTIONNAIRE OUTLINE

Instructions for Working
1. Give a mark (√) on one of the answers listed in the right column of each question.
2. The column consists of 2 (two) choices with Yes or No.

Table 1. Reading Habits Questionnaire Grid

NO	ASPECT	ANSWER	
		YES	NO
1	I like to write	√	
2	For me writing is entertainment	√	
3	I write to fill my free time	√	
4	I write if there is an assignment from the teacher to write		√
5	Writing is my hobby	√	
6	I don't like writing		√

7	Writing is boring		√
8	Writing is fun	√	
9	English writing is an easy lesson	√	
10	Writing English increases my vocabulary	√	
11	Does the teacher deliver the material easily?	√	
12	Does the teacher deliver the material clearly?	√	
13	Does the teacher deliver the material in a fun way?	√	
14	By writing I increase my vocabulary	√	
15	By writing we can improve our vocabulary	√	

Aspects of Content / Material Feasibility

Based on the validation calculation of aspects of the contents of the average score of the validation is 4.27 with a good category. The results of validation of the feasibility aspects of content / material can be seen in the table below.

Table 2. Content/Material Eligibility

No	Aspect	Indicator	Score				
			5	4	3	2	1
1	Suitability of content/material	1. The material presented contains the main discussion material that supports the achievement of KI and KD.		√			
		2. Presentation of concepts, definitions, principles, procedures, examples and training in modules according to the needs of the main material that supports the achievement of KI and KD.		√			
		3. The material contained in the module can enable students to recognize	√				

				√				
			ideas, identify and explain ideas, construct new knowledge and apply knowledge according to KI and KD.					
			4. The module material is accurate and formulated precisely so that it can support the achievement of KI.3 and KI.4 as well as KD 4.4.		√			
			5. The principle of compiling material in the module is formulated accurately so that it does not give rise to multiple interpretations for students.			√		
			6. The procedures in the module are formulated in accordance with KD 4.4 so that students do not make systematic errors.		√			
			7. Material containing concepts, principles, procedures or formulas is clarified by examples, facts and illustrations accurately.	√				
			8. The questions presented are	√				

		accurate so that students can master the material being studied.					
		9. The material presented (including examples, exercises and bibliography) in the module is in accordance with current developments in science and technology.	√				
		10. The features (including descriptions, examples, and exercises) presented in the module are up to date.	√				
		11. The material presented can foster students' creativity in terms of problem solving.	√				
		12. The material formulated in the module has a relationship between concepts.	√				
		13. The material presented in the module is communicative so that it can clarify the situation or problem being studied.	√				
		14. Material containing descriptions, examples or	√				

			√				
		exercises can explain the application of a concept in everyday life.					
		15. The material presented in the module is interesting so that it can foster students' interest in studying or learning further.	√				
		16. The tasks contained in the module can encourage students to seek and obtain further information from various sources.	√				
		17. This module is equipped with evacuation materials that can measure students' abilities.	√				
Amount			**60**	**16**	**3**	**0**	**0**
Total number			**79**				
Average							
Category			**Good**				

IV. CONCLUSION

In the learning process, teachers must be able to master methods to improve students' ability in terms of writing English subjects, the process that teachers go through in this case gives the students vocabulary, and let them memorize it for vocabulary additions, and practice grammar by giving grammar questions, also train the students in listening, and don't forget practicing their English with many words.

3. Asnawi, S.Pd, M.Hum as Head of the Master of English Language Education Study Program.
4. Prof. Dr. Ahmad Laut Hasibuan, M.Pd as an adviser has spent a lot of time and energy guiding the author so that the completion of this thesis.
5. Dr. Azhari Tambusay, MA as an examiner I and Mr. Harianto, SS, MS, Ph. D as an examiner II who has provided a lot of input and correction in the form of constructive criticism and suggestions in this thesis.
6. All Lecturers and employees at the Postgraduate Program of Universitas Muslim Nusantara Al Washliyah Medan who have contributed knowledge to the author and helped the author a lot during lectures.
7. The principal along with teachers and employees of SD IT Bunayya Tangerang Banten who have helped the author and provided data for the author.
8. The author would like to thank his beloved family. My husband, My Mom Dra. Zulmiah S.Pd, Mpd, my father has provided a lot of support for the author to complete this thesis.
9. The author would like to thank the beloved with my friends.

Lastly, the author did not forget to thank such kind and loyal friends. The author apologizes for not being able to write down your names one by one. But rest assured your names remain imprinted in the bottom of my heart.

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