IMPROVING THE STUDENTS' WRITING SKILL THROUGH LOOPING STRATEGY TO THE SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL 15 OF PALEMBANG

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Abstract: One of strategy that can use to increase students' achievement in writing report paragraph is looping strategy. Looping can help you focus your thought on a subject, find the core or center of your thought, and pinpoint a main idea on which to elaborate. It means that looping strategy can help students exploring their thinking through writing. The appropriate strategies will be able to give the significant effects toward students' writing achievement. Based the reason above, the topic of this researchis, "improving the students' writing skill through looping strategy to the seventh grade students of junior high school 15 of Palembang". The result of independent test was the post test in each group was 5. 86 and significance level was 0.000 since 0.000 is lower than 0.05 it means that there is significant difference in writing in those two groups. It concluded that the students in experimental group made better achievement than those in control group. This indicates that in improving the students' writing skill through looping strategy to the seventh grade students of junior high school 15 of Palembang it can be say effective in improving writing skill and it could help them to write procedure paragraphs easier than before.
Keywords: writing skill, looping strategy

According to Riswanto (2012, p.62) writing as a skill, by far the most important reason for teaching writing is a basic language skill, just as important as speaking, listening, and reading. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things done" (Saragih 2014, p.47). So that is why, writing is important to learn. Through writing, students can write something to tell what they feel without speaking directly.

Communication mostly can run well if it is done by using a native language or a language that students understand best. By contrast, a lot of students usually feel difficult when they must express their opinions and feelings in writing by using a foreign language or a language that they do not master. When we discuss about the definition of writing ability according to the approaches of the teaching of writing, each approach or strategy from teachers has its own merits and demerits, depend on situation which focuses on complex aspects of writing.

Based on the information from the English teacher of the seventh grade students junior high school 15 of Palembang, the students had difficulty in writing short essay in

English. Most of the tenth grade students had a low score in writing. One of the causes was sometimes they could not memorize a lot of English vocabulary.

In this study, one of the strategies that we can use to increase students' achievement in writing report paragraph is looping strategy. According to Leki (1998, p.28) looping is similar to free writing, but it is more focused. It is especially useful when you have many ideas in your mind all at the same time. Looping can help you focus your thought on a subject, find the core or center of your thought, and pinpoint a main idea on which to elaborate. It means that looping strategy can help students exploring their thinking through writing. The appropriate strategies will be able to give the significant effects toward students' writing achievement.

Based the reason above, the topic of this research is, "Improving the Students' Writing Skill through Looping Strategy to the Seventh Grade Students of Junior High School 15 of Palembang**".**

The problem of this research was formulated in the following question "Was there any significant difference in the writing skill of the seventh grade of Junior High School 15 of Palembang students who were taught through looping strategy and those who were not?"

LITERATURE REVIEW

Concept of Writing

According to Saragih *et.al* (2014, p.57), writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transaction, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things done".

The process of writing involves a number of interwoven activities, including creating extended opportunities for writing; emphasizing writing for real audiences; encouraging cycles of planning, translating, and reviewing; stressing personal responsibility and ownership of writing projects; facilitating high levels of student interactions; developing supportive writing environments; encouraging self-reflection and evaluation; and offering personalized individual assistance, brief instructional lessons to meet students' individual needs, and, in some instances, more extended and systematic instruction (Riswanto 2012, p.61)

According to Jeffery (2015, p.3) "There are four main kinds, or "types" of writing: expository, descriptive, persuasive, and narrative. Each of these writing styles is used for a specific purpose, though many times a signal document or text may include more than one writing style.

1. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on the accepted "facts" about a topic, including statistics or other number based evidence. Examples of expository writing: textbooks, how-to articles, recipes, new stories, and business, technical, or scientific writing.

2. Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well, mostly memoirs, first-hand accounts of events, travel guides, etc. When the author writes in a descriptive style, they are trying to "paint a picture" of a person, place, or thing for their audience. It can be very poetic, employing metaphor and other such devices, while relying heavily on describing the author's impression of things via their five senses (what they hear, see, smell, taste, or touch). Examples of descriptive writing are poetry, journal/diary writing, descriptions of nature, and fictional novels or plays.

3. Persuasive

Persuasive writing is the main style of writing you will employ in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief held by the author. Persuasive writing contains the author's opinions and biases, as well as a series of justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing. Examples of persuasive writing: cover letters, op-ends and additional newspaper articles, reviews of items, letters of complaint, advertisements, and letters of recommendation.

4. Narrative

Narrative writing is used in almost every novel, book, or longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just

trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. Examples of narrative writing: oral histories, novels/novellas, poetry, short stories, anecdotes, autobiographies/biographies".

From the explanation above, the writer concluded that writing is one of the skills in English which aims at practicing the ability to develop and to connect ideas and language.

Concept of Looping Strategy

According to Mogahed (2013, p.65), looping is a free writing activity that allows the writer to focus his ideas in trying to discover a writing topic. Furthermore, Ken Hyland (2003, p.130) states that looping expands a free writing idea through reflection and further free writing-limited time. This looping strategy enables teachers to build a relationship with their students and get to know each student's learning style (Miles and Stephen, 2008, p.72). In addition, Elbow in Gallagher (2006, p.38) state that looping is a useful strategy to help students explore their thinking through writing. This strategy enables a student to move from unfocused to focused writing.

According to Leki (1998, pp.28-29),

> *To use looping strategy, begin by writing down the subject you want to consider. Keep that subject in the front of your mind as you write continuously for five minutes. At the end of five minutes (time yourself or have someone else time you), read what you wrote. Then write down one complete sentence that summarizes the essence of what you just wrote. You may find an actual sentence in your writing that seems to be the most important idea of the writing, or you may have to create one. In either case, write that sentence down. This is the end of your first loop. The second loop by focusing on your summary sentence. Try to keep this sentence in your mind as you write continuously for another five minutes. When you finish the second five minutes of writing, read what you have just written. Look for the main idea or core toward which all the other ideas are turned. Summarize that core idea in one sentence, and write that sentence down. This is the end of your second loop. Follow the same procedure for your third loop. At the end of your five minutes of writing, read the third text and summarize it in one sentence. For most writers, this last sentence usually captures the gist of what they have to say on their subject. If your last sentence is still not satisfactory, you should probably try another invention technique.*

Elbow in Gallagher (2006, p.38) states that looping is a useful strategy to help students explore their thinking through writing. This strategy enables a student to move from unfocused to focused writing. Here are Elbow's steps for looping:

1) Start by having students write their initial thinking on a given topic.

2) Ask students to write nonstop for ten minutes. The key is to begin with the first thing that comes to mind and to not stop writing. If students get stuck, have them rewrite the last sentence. Students must be taught that their writing might take them in unforeseen directions. This is a good thing.

3) After ten minutes, have students reread what they have written thus far

4) Have students highlight or circle this "hot spot". Skipping a line or two, have the students rewrite this hot spot into a complete sentence.

5) Beginning with this new sentence, ask students to write again for ten minutes.

6) At the end of ten minutes, tell students to find a new hot spot and again write a summary sentence.

7) Keep looping until a focus or thesis emerges. Sometimes this will occur in a single loop; sometimes it takes a few loops.

Based on statement above, the writer can conclude that looping strategy is the good strategy that can be used for the teacher in teaching writing process to improve students' writing achievement.

RESEARCH METHOD

In this study, the writer applied quasi-experiments include assignment. Quasi-experimental designs identify a comparison group that is as possible to the treatment group in term of baseline (pre-intervention) characteristics (White 2014, p.1).

Experimental	O_1	**X**	O_2
Control	O_3	-	O_4

Where:

O1   : Pre-test

X   : treatment by Looping Strategy

O2   : Post-test

O3   : Pre-test

-          : Conventional

O4   : Post-test

In this study, the students were given the test in the form of pre-test and post-test. The pre-test was used to find out students' ability in writing before treatment. Meanwhile, the post-test was used to find out students' ability in writing after the treatment by using looping strategy. The writer compared the students' score in the pre-test and post-test to know their progress.

Technique for Collecting the Data

There were many techniques used in collecting the data. In this study, for collecting the data, the writer used a test.

According to Fraenkel et.al (2012, p.236), how much the posttest mean scores must be adjusted depends on how large the difference between the pretest mean is and the degree of relationship between the covariate and the dependent variable. Test is used in this study as an instrument because it is a systematic procedure for observation of someones' achievment and describe the aid of numerical devices or category system.

In this study, the writer used pre-test and post-test. The pre-test was given before the writer gave the treatment in order to know the students' mastery, meanwhile, the post-test was given after writer gave the treatment in this research.

According to Fraenkel et.al (2012, p.147), validity is the important idea to consider when preparing or selecting an instrument for use. More than anything else, researchers want the information they obtain through the use of an instrument to serve their purposes. Validation is the process of collecting and analyzing evidence to support such inferences (Fraenkel et.al., 2012, p.148). The validity of an instrument shows how far the instrument can measure something that has to be measured. The writer focused on the cotent-related validity evidence test.

Reliability refers to the consistency of scores obtaine how consistent they are for each individual from one administration of an instrument to another, and from one set of items to another (Fraenkel et.al., 2012, p.154).

In this study, writer used inter-rater reliability. Onen (2019, p.30) highlighted that "Inter-rater reliability refers to the consistency between score given by more than one rater. The difference of the scores were given by the different rates to the same writing performance which will cast a shadow on the correctness of the score for the writing performance. For this reason, it is desirable that the consistency between the score of the rates to the writing performance. That is, the inter-rater reliability is high. In addition, it

is essential to evaluate the writing skills accurately in an effective foreign language teaching, since the feedback given to the individuals by evaluating the writing performance helps them to evaluate their writing skills and to see their mistakes". It means that this study need the ratings from two judges. The formula of the reliability of all judges' ratings is:

$$r_{tt} = \frac{n r_{AB}}{1+(N-1)r_{AB}}$$

Where:

r_{tt} : the realibity of all judges' ratings

n : the number of rater

r_{AB} : The correlation between two raters

RESEARCH FINDINGS

The result of the tests showed that the students' ability in writing in the posttest was better than pretest. The writer found that the significance level pretest experimental group and control group was 0.66 in the result in homogeneity test it was homogeneity since it was higher than 0.05and significance level in posttest experimental and control group was 0.87 it was also homogeneity because it was higher than 0.05.

DISCUSSION OF FINDINGS

The test result in control group was not better than the experimental group. The improvement was really low because the students lost a focus in their writing. They didn't write procedure paragraphs based on its element that already taught by their teacher.

In conclusion, the looping strategy significant difference on the seventh grade students' writing achievement between those who are taught through looping strategy and those who are not at junior high school 15 of Palembang

CONCLUSION

Based on the results of the study which was conducted in improving the students' writing skill through looping strategy to the seventh grade students of junior high school 15 of Palembang, The result of pre-test and posttest in both experimental and control group show that there was significant difference on pre-test and post test score between

those experimental group and control group. It can be seen from mean score of pre-test and posttest from both groups.

However, the result of independent test showed that the post test in each group was 5. 86 and significance level was 0.000. Since 0.000 is lower than 0.05, it means that there is significant difference in writing in those two groups. It can be concluded that the students in experimental group made better achievement than those in control group.

This indicates that improving the students' writing skill through looping strategy was effective and it could help them to write procedure paragraphs easier than before.

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