IMPROVING ENGLISH PROFICIENCY IN SALAFIYAH BOARDING SCHOOL

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Abstract

Bahasa Inggris terdiri dari keterampilan bahasa reseptif dan keterampilan bahasa produktif. Penelitian ini telah dilakukan di Pondok Pesantren Darul Amal dan Roudlotul Qurân di Kota Metro. Dalam penelitian ini peneliti menggunakan Penelitian Tindakan Kelas untuk mengumpulkan data. Penelitian ini fokus pada keterampilan menulis dalam proses belajar bahasa Inggris. Dalam hal ini penulis menggunakan Brainstorming Technique dan SLOW CaPS Strategy. Berdasarkan Brainstorming, ini menunjukkan bahwa peningkatan secara signifikan dari pre-test ke post-test 1 ke post-test 2 ke post-test 3. Berdasarkan strategi SLOW CaPS, dapat terlihat pada hasil lembar observasi ketika siklus I yaitu 60%. Selain itu, lembar observasi hasil pada siklus II adalah 76,8%. Hasil kegiatan siswa telah mencapai indikator keberhasilan yaitu 70%. Jadi dari penelitian ini kita dapat menyimpulkan bahwa di Pondok Pesantren Salafiyah kita dapat menggunakan Teknik Brainstorming dan Strategi SLOW CaPS untuk meningkatkan keterampilan menulis siswa dalam Bahasa Inggris.

Key Words: English Proficiency, Salafiyah Boarding School

Introduction

English is an International language that is very crucial to be mastered by many people around the world. It played many kinds of important rules in the process of communication both of in oral and in written. By mastering English, it is very effective to gain important information and knowledge stated in English. English consist of receptive language skills and productive language skills. Receptive language skills cover reading and listening skill. Meanwhile, productive language skills cover speaking and writing

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skills. All of the four language skills above have their own important functions in the process of communication. In order to master English language skills, there must be certain great effort done by the people who would like to use English.

In line with language skill in English above, writing is one of the important language skills that refer to productive language skills.Writing skill can be interpreted as a language skill used to communicate the mind or idea by using written symbols so that other people who read it will understand what the researcher means. The way that the researcher used to express the important message in the process of writng is in form of written language. It has the same point that writing is as a media to express feeling and self expression sothat it can be enjoyed not only for the researcher itself but also for the readers. Therefore, writing has many kinds of benefits not only for delivering the researcher's message but also for enriching vocabularies and the structure of sentences.

However, writing is not an easy matter. There are many problems in writing which comes from the inside of researchers and outside of them. The writing problems in writing which comes from the inside of researchers are having low motivation to write and unconfident to practice writing, having lack of vocabularies and grammatical mastery. In addition, some of people tend to be afraid to write because they do not have ideas to write and they have difficulties in organizing their ideas. Furthermore, the writing problems which comes from the outside of researcher are incondusive environment which rarely supported the researcher to write and practice writing in English, limited learning media to be used to support writing. Moreover, it is also hard for the researcher to have good writing performance if they are not instructed by using appropriate teaching strategy.

In this case, the writer focuses on English Skill to students in Ssalafiyah Boarding School. They have some unique problem to learning English. They must combine Islamic value in learning English.

Funding and Discussion

This research has done at Darul Amal Boarding School and Roudlotul Qur'an Boarding School of Metro City. The students were coming from various places and they must stay at

dormentory because this school is boarding school. In this research the researcher used the CAR (Classroom Action Research) principles to collect the data. Action research was a process in which participants examine their own educational practice systematically and carefully, using the techniques of research (Ferrance, 2000: 1).

The researcher used cycles and each cycle consists of four elements. If the first cycle successes, so the researcher continued to the second cycle to get good score or to solve the students' problems in learning writing. This research focus on writing skill in English learning process. In this case the writer use Brainstorming Technique and SLOW CaPS Strategy.

Writing is an activity which used by the researcher to show information by stages and has purpose which the reader can receive or refuse and believe or disbelieve the researcher written. According to Brown, he states that "writing is a way to end up thinking something you couldn't have started out thinking. Writing is, in fact, a transaction with words whereby you free yourself from what you presently think, feel, and perceive" (Brown, 2001: 337).

Moreover, Susan says that "learning to write is seen as a natural process supported by the teacher who creates a motivating working context with real purposes and audiences" (Susan, 2005: 172).

As one of four basic skill of language, writing is very important because it constitutes the clarification of someone's through and feeling. It means that writing learning process needs specific skill to be successful in writing such content, organization, grammar, vocabulary, and mechanic.

Through this skill, the students can explore their own thinking, various feeling, and also the concept by using word or papers. In writing indeed, the students can express their ideas, thoughts, and fact in well-formed structure.

Furthermore, Harmer says that "writing as a skill, is basic language skill just as important as speaking, listening, and reading" (Harmer, 2007: 79) . The researcher aims that the beautiful written need the knowledge which get from reading, training writing and also practice of writing itself and it has basic skill which develop writing, for instant, the hand writing or typing, spelling, the grammar, and punctuation.

Based on the statement above, it infers that in writing a person can arrange letters, words, sentences, and paragraph by using the knowledge of structure systematically in written forms and hopes the reader can understand the meaning.

According to Jhonson, he says that "the processes of writing are divided into five steps" (Jhonson, 2008: 179), there are as follows:

1) Prewriting

This step is used to generate ideas. Listing, brainstorming, outlining, and silent thinking are all ways to generate ideas.

2) Drafting

Drafting is the researcher's first attempt to capture ideas on paper as the selection of a subject and organizing the information about the subject. Also it is used as the connection among those clusters.

3) Revising

This step is the heart of the writing process. After it has completed the preliminary draft, it needs to stand back of the text and evaluates the choices to create a piece of writing.

4) Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. If researchers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers.

5) Publishing and sharing

This step is where students' writing would be shared with their friends, and also at this time the writing becomes real and alive.

Process writing approaches tend to be framed in three stages of writing. The prewriting stages encourages the generation of ideas (Brown: 348). Brainstorming is a type of prewriting that allows you to explore many ideas as soon as they occur to you.

According to Brown, "... is a useful technique in writing because it permits you to an approach a topic with an open mind.

In other word, brainstorming is a writing technique that invites the students think idea then the students can explores that's ideas well. Frame the brainstorming technique in terms of prewriting, drafting, and revising stages:

1) Prewriting is a technique to generate ideas: it should be used as a beginning, as an initial exploration of the ideas that you have topic. An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. Of course, these elements of writing are important.
2) Drafting is putting ideas down in some rough form. A first draft is generally messy and repetitive and full of mistakes and that's just fine. The purpose of a rough draft is to capture ideas and supporting details, not compose a perfect paragraph or essay on the first attempt (Bram, 1995: 64).
3) Revising is hanging and rewriting a draft to make it batter. In this step, we respond to the needs of our readers by arranging ideas and reshaping sentences to make clearer connect nmions.

Brainstorming is a group creativity technique designed to generate a large number of ideas for the solution of a problem (Tomar, 2009: 81). It means that brainstorming is a popular tool that helps you generate creative solutions to solve a problem. Brainstorming is probably the most effective of all the writing techniques because it helps the students think through their topics without having them judge what they write. Students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.

Brainstorming works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the barnstormers not only come up with new ideas in a session, but also spark of from associations with other people's ideas by developing and refining them.

In the brainstorming process, we write down every single thing that exists or comes into our minds. When s, we simply write down our ideas in phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech.

According to Steven and Angeleque, they say that "SLOW CaPS (Show the type of paragraph in the first sentence; List the type of details you plan to write about; Order the details; Write the details in complete sentences and cap off the paragraph with a

Concluding, Passing, or Summary sentence) is used to facilitate step memorization" (Steven, et.al., 2014: 248).

SLOW CaPS Strategy is good way to improve students' skill in writing a text and essay. It can turn a board subject into a limited and more manageable topic for short essay or text.

According to Mason and Graham, they state that "teacher should use mnemonic writing strategies to assist exceptional education students" (Russel, et.al., 2014: 118). Then Graham and Perin state, that "there are various examples of mnemonic, such as; PLAN (Pay attention to the prompt, List the main ideas, Add supporting ideas, Number your ideas), WRITE (Work from your plan to develop your thesis stantement, Remember your goals, Include transition words for each paragraph, Try to use different kinds of sentences, and Exciting), SLOW CaPS (Show the type of paragraph in the first sentence, List the type of details you plan to write about, Order the details, Write the details in complete sentences and cap off the paragraph with a, Concluding and, Passing or, Summary sentence), PENS (Pick a formula, Explore words, Note the words, Search and check), COPS (Capitalization, Organization, Punctuation, Spelling), and ANSWER (Analyze the Action words in question, Notice the requirements of the quest, Set up an outline, Work in the detail, Engineer your answer, Review your answer)".

In general, mnemonic is a memory aid, such as an abbreviation, rhyme or mental image that helps to remember something. It is suitable with Merriam Webster statement, she state that "mnemonic for English language learner is something (such as word, a sentence, or a song) that helps people remember something (such as a rule or a list of names)" Webster, 2011: 346).

From the explanation above, it can be known that SLOW CaPS is the one of kinds of mnemonic for English language learner. This strategy is effective to help students in memorizing the words and the ideas.

Furthermore, according to Russel, Turner, and Stewart, they state that "the students can follow the SLOW CaPS mnemonic for paragraph specific writing strategies" (Russel, 2014: 118).

From the previous concept stated before, it can be known that SLOW CaPS is effective for improving the students' skill in writing paragraph. SLOW CaPS is an acronym from eight

strategies for each letter, those are; S for Show the type of paragraph in the first sentence, L for List the type of details you plan to write about, O for Order the details, W for Write the details in complete sentences and cap off the paragraph with a, C for Concluding, P for Passing, and S for Summary the sentence.

SLOW CaPS strategy can be used to generate material for a paper. It is a useful strategy in writing because it permits the student to develop a topic with an open mind.

In this chapter the researcher focus on SLOW CaPS strategy because it is more appropriate to helps the students in organizing the word. This strategy can help the students to stimulate their ideas and to organize them before they develop it into paragraphs.

The teacher can teach the students how how to use SLOW CaPS in helping the students to write a text. The teacher can adapt this strategy and use it in writing a text, because basically this strategy is the same with writing process. This strategy guide the students how their start writing and generate their idea.

Furthermore, the researcher conclude that the application of SLOW CaPS strategy in teaching, begins with a key word or the type of paragraph that placed in the first sentence which the student list the type of details plan to write, then jots down the words into a simple paragraph or short phrases. By applying this strategy in teaching writing a descriptive text, can improve the students' motivation to write, to generate their ideas, and to make them interested in learning writing a descriptive text.

The Result of Using Brainstorming

This research was done in three cycles, as the research indicators had been reached at the third cycle. Each cycle consisted of planning, action, observation, interpretation, and reflection of the research. From the pre test result, the researcher got the average of 52.67. So, the result was unsatisfactory. Therefore, the researcher used the Brainstorming Strategy to improve the students` descriptive text writing ability.

Table of Students` Score at Pre-test
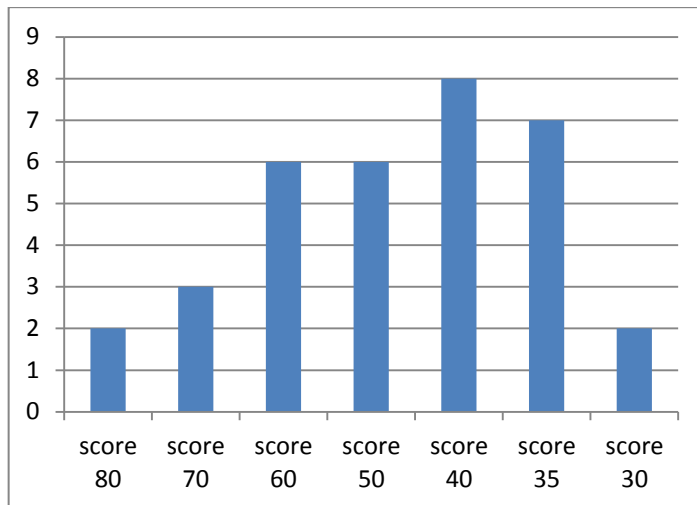
After teaching learning process, the teacher and the examiner discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation as follows. 2 students (5%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 9 students (22,5%) scored 75-84 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 14 students (55%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; 15 students (37, 5%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; and No one student (0%) gained score 0-39.

Figure of Students` Score at Cycle 1
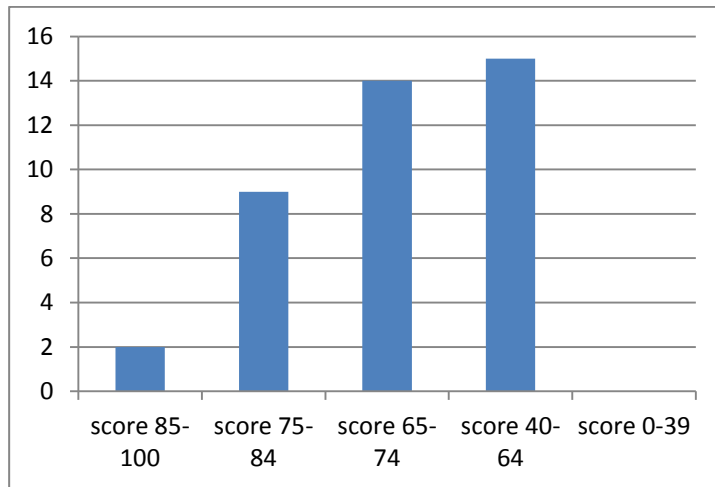
In reference to the data at cycle I above, there were only 25 students who scored 65 or more. It meant that the result in the first cycle had not fulfilled the indicator yet, that was 65% of the students score 65 or more. Therefore, the teacher should apply the second cycle. In cycle I, the learning process could achieve the target since most of the students were active during teaching learning process and the teacher could achieve more than 70% on the application of brainstroming technique from the observation sheet. Nevertheless, the students scored (learning product) had not achieved the indicator of the research yet, since there were only 25 students who gained cored 65 or more. It meat that the research needed to apply the next cycle (cycle II).

After the teaching learning process, the teacher and the rater discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation in cycle II as follows: 6 students (15%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 15 students (37,5%) scored 75-84 these score

were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 10 students (25%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; 9 students (22,5%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; and No one student (0%) gained score 0-39.
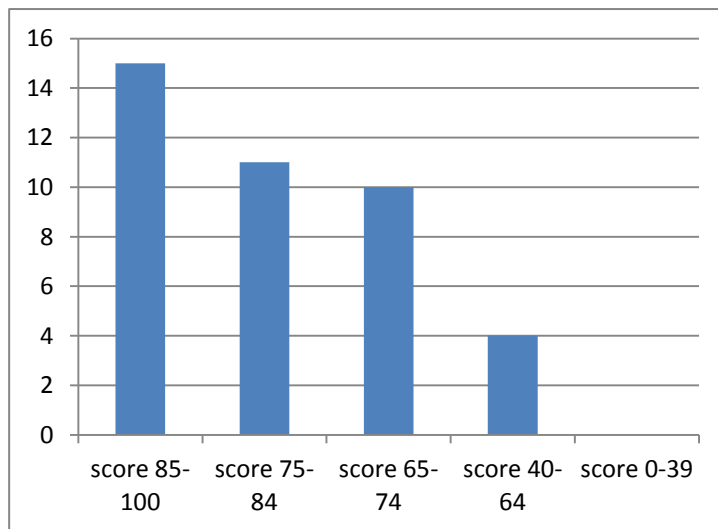
Figure of Students` Score at Cycle 2
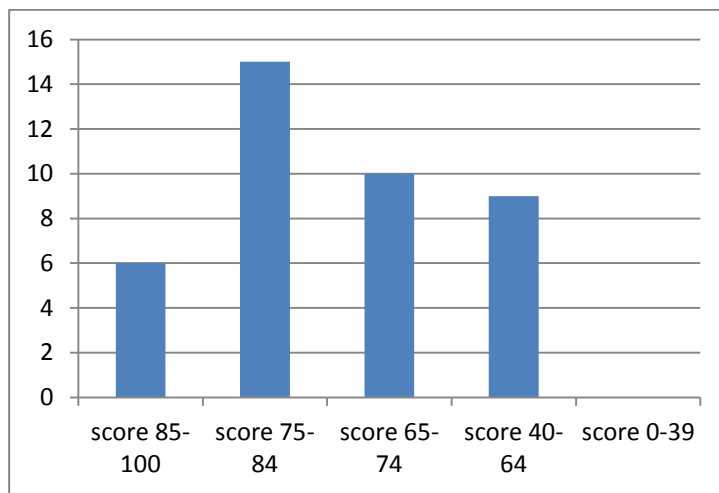
In line the data, it could be seen that the indicator of the research in cycle II had been achieved since there were 28 students (70%) who gained score 65 or more. This happened because in cycle II, the teacher focused only on the students weaknesses on cycle I (the use of present tense), but we could see from the result on the table 8 that the students could not achieve the target (85% students could not gain 65).It meant that the result in the first cycle had not fulfilled the indicator yet, that was 65% of the students score 65 or more. Therefore, the teacher should apply the third cycle.

After the teaching learning process, the teacher and the rater discussed everything that happened in the teaching learning process. The students' participation, teacher's performance, and the result of students' work were include in the process teaching learning. They can be explanation in cycle III as follows: 13

students (37,5%) scored 85-100 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 11 students (27,5%) scored 75-84 these score were achieved since the students were able to construct content, organization, vocabulary, grammar, and mechanic well; 10 students (25%) got score 65-74 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; 4 students (10%) got score 40-64 since there still had weaknesses to construct content organization, vocabulary, grammar, and mechanic well; and No one student (0%) gained score 0-39.

Figure of Students` Score at Cycle III

In line the data, it could be seen that the indicator of the research in cycle III had been achieved since there were 36 students (90%) who gained score 65 or more. This happened because in cycle III, the teacher focused only on the students weaknesses on cycle I and cycle II. Therefore, the researcher stopped her classroom action research at cycle III since the indicator of the research had been fulfilled.

From the increasing each cycle, it can be seen know that the use of brainstroming technique can increase the students' ability in writing descriptive text, because the students had understood

about making a descriptive text, they could improve their writing ability. It can be seen from their score 58, 67 from the data become 77, 1 in the cycle III. It means that the students could achieve the target, the target is 80% students gained score 65.

Furthermore the increasing score in each cycle can be seen in the graph below:
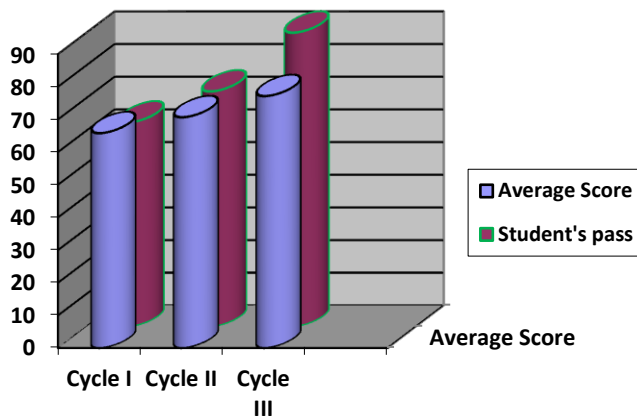
Based on the data above, it shows that the students' average was improved significantly from pre-test to post-test 1 to post-test 2 to post-test 3. It was from 58.67 in pre-test to 65.75 post-test 1 or improved 7.08, while the increasing of post-test 1 to post-test 2 was from 65.75 to 70.72 or improved 4.97, while the increasing of post-test 2 to post-test 3 was from 70.72 to 77.62 or improved 6.90. It means that the increasing from pre-test to post-test 3 was 18,95. Hence, it can be inferred that the use of Brainstorming Technique can improve the students' descriptive writing skill.

The Result of Using SLOW CaPS

This research was conducted in two cycles. The action in cycle I and cycle II were conducted about two meetings in each cycle and each meeting in these cycles took 2x45 minutes. The material of classroom action research was SLOW CaPS Strategy to

improve the students' writing descriptive text skill. The result of learning process to increase the students' writing skill by SLOW CaPS Strategy in cycle I was rising than before. It can be seen from the score at pre-test and post-test. The using of SLOW CaPS Strategy in the learning process is something new at this class, because the students are supposed to be active. In the post-test I there were 12 (48%) students got good score. But, the result of the students' test was better than students' test before giving treatment.

Figure of Students' Activities Cycle I
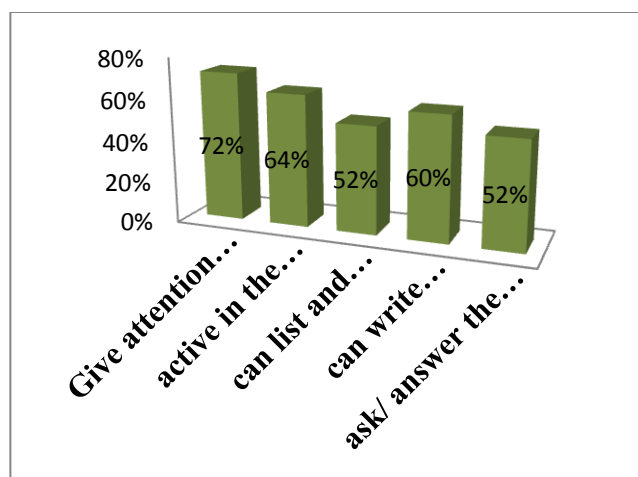
The data showed that not all the students' active in learning process. There were 18 students (72%) give attention to the teacher explanation, 16 students (64%) Active in the classroom, 13 students (52%) could list and order the details that their plan to do, 15 students (60%) could write complete sentence into a paragraph and 13 students (52%) ask or answer the question from teacher.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 72% active in the classroom and the others got <70%.

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II are similar to cycle 1, it is

devided into planning, acting, observing and reflecting. But it was used to repair the weakness in the cycle I.

The second meeting of cycle II, the researcher began the meeting by greating, asked the studnets to pray together, checking attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using SLOW CaPS Strategy the researcher tested the students by written test. The students should make descriptive paragraph about favorite pet individually. They become more active then before because the researcher promised that she would give gift for the perfect one student in the post test II and also the researcher helped students if they faced a problem.
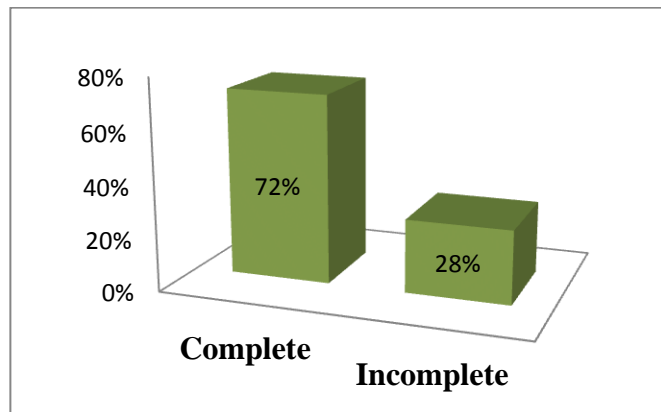
Figure of Students' Complete Cycle II

Table above is the result of students' score in post test II. It can be seen that there was an improving from the score of post-test I and post-test II. There were 18 students was completed with the highest score was 95 and 7 students incomplete with the lowest score was 65. According to standard score, 70% students had passed the test. It means that cycle II was succesful and there was improving from post-test I and the post-test II.

In this case showed that the students' activity in cycle II was improved. The students' activity that had high percentage There were 22 students (88%) give attention to the teacher explanation, 20 students (80%) Active in the classroom, 18 students (72%) could list and order the details that their plan to do, 19 students

(76%) could write complete sentence into a paragraph and 17 students (68%) ask or answer the question from teacher.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were >70% of students reached the examination. It means the students' writing skill had improved. From the result above, the researcher concluded that this research was successful and would be not continued in the next cycle. It can be explain in this table:

Figure of Students' Activities at Post-test II
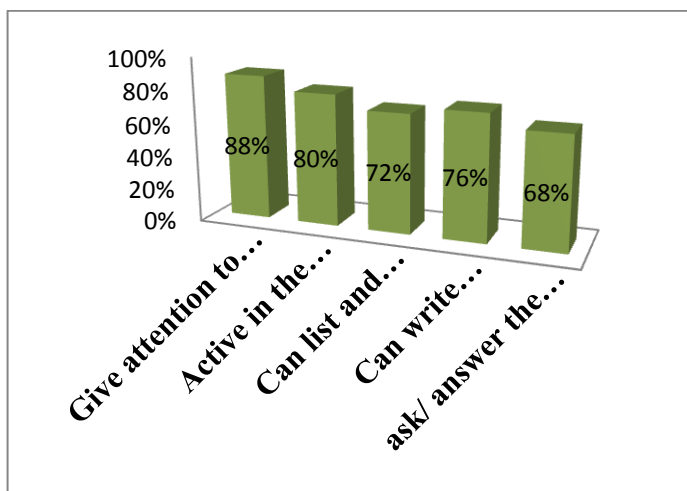
There was an improving of the students who got score up to the standard from the pre-test to the post-test I, and from post-test I to the post-test II. From 7 students (28%) in pre-test to 12 students (48%) in post-test I and become 18 students (72%) in post-test II.

The researcher was success if 70% of students able to achieving the minimum mastery criteria (MMC), that was 70. Based on the result of pre-test and post-test, it could be seen that SLOW CaPS Strategy was able to improve the students writing skill based on the students' average before and after given the treatment.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the

students had achieved the indicator of succes that was 70% with the minimum mastery criteria was 70.

Then, the result of the students' activities could be seen in the graph below:

Comparison of Students' Activities in Cycle I and Cycle II
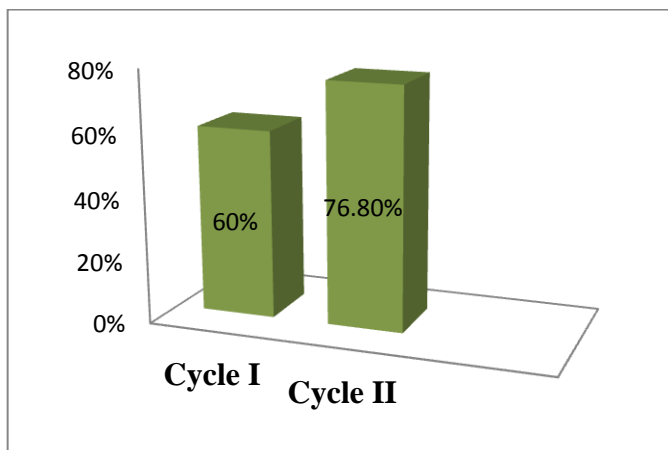
Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time by using *SLOW CaPS* strategy in improving the students' writing skill. It could look on the result of observation sheet when cycle I that was 60%. In addition, the result observation sheet in cycle II was 76,8%. Therefore, this research was finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 70%.

Conclusion

In conclusion, the Brainstorming technique is appropriate technique in teaching writing. Applying the scaffolding in prewriting stage was suitable to help the students to improve their writing skill and to memorize. The applying of the scaffolding in writing text in subject writing not only improved the students' writing skill, but also brought students' positive attitude during the teaching and learning process, which at the end improved the students' writing performance in class.

The used of SLOW CaPS Strategy in learning English especially material descriptive text can improve the students' of

writing skill. The improving can be seen the average score of the students' writing skill before and after being given the treatment. The result of pre-test and post-test show that there was improving from the pre-test to post-test. The result of pre-test was lower than the result of post-test. The average score of pre-test is 57,4 and the average score of post-test I in cycle I is 67,2. The average score of post-test II in cycle II is 73,8. So, there was progress from 57,4 to 67,2 to 73,8. From pre-test to the post-test cycle I, there was improved for about 9,8 points, and from the post-test cycle I to the post test cycle II, there was improved for about 6,6 points. It clear that SLOW CaPS Strategy would be able to improve writing skill and the use of SLOW CaPS can be effective Strategy in writing skill and it can be used as alternative choice in learning activity because this Strategy was so easy to implement in writing skill. So from this research we can concluded that in Salafiyah Boarding School we can use Brainstorming Technique and SLOW CaPS Strategy to improve students writing skill in English.

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