IMPROVING STUDENTS WRITING IMAGINATIVE TECHNIQUE AT THE FIRST YEAR STUDENT OF SMA NEGERI 17 BULUKUMBA (A CLASSROOM ACTION RESEARCH)

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Abstract

As for research question is 1. How technique write imagination can improve ability of student in writing deskritip test from to content of technique write imagination at class student early SMA Negeri 17 Bulukumba 2. How technique write imagination can improve ability of student in writing content about understanding of them to article imagine at class early SMA Negeri 17 Bulukumba 3. How technique write imagination can improve livelines of student in writing tes descritive by using theory write imagination at class early SMA Negeri 17 Bulukumba .Class action research (PTK) this aim to know improve of skill writing at their effective and student in course of study through technique write this research imagination .is conducted by 2 cycle of each cycle four times meeting with instrument using writing test. this Research Subject there is 30 student class early SMA Negeri 17 Bulukumba. Result of research obtained for the cycle of 1 and 2 there are difference of score that is ,there is final improvement of cycle both . this Research finding indicate that use oft technique writing imagination can improve ability write diagnostic tes score student 41 becoming 42,83 at first cycle and after revise at second cycle by applying descritive text reach 68,16 . Minimum successfulness criterion (KKM) is 65 where at cycle there is 1 student (3.33%) less , 28 student (93,33%) student fair,1 (3,33%) goodness whereas at cycle to 2 there is 13 student (43,33%) goodness and 17(56,66) obtaining very good. This means that tired student efficientcacy of minimum criterion (KKM) more than semi from them.

Key words: Imaginative,descriptive text and writing skill

1. INTRODUCTION

It has been known that English language is the language of international communication. There are four skills that have to be developed in learning language, namely listening, speaking, reading and writing. Writing is the most important skill for most students. Success in studying depends in large part on our ability to write. Writing skill as evidence and reason for the government to state English as the foreign language taught to Indonesian students from elementary school to university levels. Even though methods and technique of English teaching have been improved, but outcomes of the students knowledge is still far from satisfaction. The students as the second language learners, who are good in writing, are possibly good in other language skills. In writing the passage, a writer can gain new words. The students can enlarge or extend their knowledge in many field or science by writing books or other materials. In fact, writing is the easiest and cheapest way of getting information. We will be able to increase our English anywhere, anytime because writing can be carried out easily without partner

2. LITERATURE REVIEW

Writing profeciency in component of organization and the content this while of the research concern to improve the student ' writing skill in component of organization and content for improve student's writing ability

a. Definition of Writing

The meaning of writing according to the Oxford Learner's Pocket Dictionary (2005:502) is produce something in written form so that people can read. According to Oshima and Hogue (1997:2) states' writing is developing of the activity. It means that when

we want to write down for the first time, we should know about what will we want to write.

The process of the written is how to create the creative idea and write down it into essay form Gebhard (1996:222). According to Smalley and Rutten in Astuti Azis (2004:5) states that characteristic of the good paragraph will be started with developing of main ideas or fundamental of the sentence.

Random House in Nurhawaeni (2004:35) states that in improving the students' proficiency there are many aspects in developing ideas and concept. When the students are writing for writing, we will want to involve them in the process of writing. In the real world, this typically involves planning what we are going to write, drafting it, reviewing it, and editing what we have written and then producing a final version.

Writing is complex, in addition to the knowledge of vocabulary, grammar, and syntax, writer must also has a good knowledge of other writing mechanics such as the use of punctuation, capitalization, question mark, and etc. these mechanic are used to reveal syntactic structure

b. Components of Writing

Jacobs et, al (1981:31) in Anita state that point out the five significant components in writing. These are content, organization, language use, and mechanics or eligibility form.

1) Content

The content of writing should be clear for the readers so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and competed. This term is usually known as unity and completeness, which become characteristic of good writing.

The good paragraph has unity, which means that in each paragraph; only one main idea is discussed. If we start to discuss a new idea, should begin a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea. Do not include any information that does not directly support the topic sentences.

The compete paragraph means that the main idea must be explained and developed fully completeness as comments out that the controlling idea which is developed thoroughly by these of particular information. It is relative to know how complete writing. it is expected that the content of writing will be clear and understandable for the readers.

a) Unity

The writing regards to have good unity, if it has some main ideas and the sentences contained in it develop that idea. The main idea is stated in the topic sentences and each or every supported sentences and related to that idea of the topic sentences. If a writer wants his writing is unified, he or she should not include the sentences that do not support the main idea of the topic sentences.

b) Completeness

Writing is said to have completeness if the main idea have been explained and developed fully completeness. The controlling idea with develop thoroughly by these of particular information. It is relative to know how complex or general the topic sentences by having a complete writing. It is expected that the content of writing will be clear and understandable for readers.

2) Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer should present their ideas based on the order which flow from the beginning to the end. There are many ways used to organized or arrange the writing. This organization is mainly recognized as order.

Coherence in writing means that sticking together and in coherent essay, all the idea sticks together. A coherence paragraph is paragraph that all of the idea are put in right order and never confused. This makes the writer's thought is essay to follow sentence and paragraph.

In organization of the writing concern with the ways through writer arranges and organizes the ideas in order the message in the words. There are many ways used by the writers to organize or arrange the writing this

organization is mainly recognized as order. There are two parts of organization in this case, they are below:

a) Coherence

Coherence means that sticking together and in coherence essay, all the idea sticks together. A coherence paragraphs is each idea in supporting sentence related to the topic sentence or the idea. One in which the ideas are put in the right order and never confused. This makes the writers through essay to follow sentence paragraph.

b) Spatial order

If the purpose of the paragraph is to tell them something looks most effective organization pattern is usually spatial, if the writers write a description of neighborhood, a room, or a holding that they want to the readers have a mental picture of what they are describing a house of building, they will probably describe the exterior and the interior of the building by moving systematically rather than haphazardly over the scene, convey the viewer of the overall plan arrangement of the scene.

c) Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific noun and strong verbs give a reader a mental image description. This specific noun can be characterized by using modifier of adjective, adverbs, and participle forms. A modifier can be phrase. There are many opportunities for errors in use of verb and mistake in arrangement are very common. Mistake in written work and however, are much serious, and science we have an opportunity to re-read and to correct what we have written. We should avoid errors in verbal forms, subject- verb agreement, and pronoun antecedent agreement in a case of noun and pronoun.

d) Vocabulary

Vocabulary is one of the language aspects dealing with the process of writing study. In process of writing the writer always think about putting words into sentences and the putting sentences into paragraphs until they can create a piece of writing. Taylor (1989) comments out that:

In order to convey thought a feeling is possible, we do several things. We arrange our ideas in sentences, we organize sentences into paragraph and with there, we construct whole essay, story, etc. We use special words, phrases, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

e) Mechanic

Mechanics in writing deal with capitalization, punctuation and spelling appropriately. This aspect is very important since it leads reader to understand or recognized immediately what the writer means to express definitely. The use of favorable mechanics in writing will make reader easy to understand the conveying ideas other message stated in the writing.

c. **Imaginative Writing**

1) What are Imaginative Technique

Imaginative technique also called fiction, but as it suggested the name is imaginative technique are not real fact the people in this kind of materials and what they do experience are not real. They only created by the author (1988:132). There are two kinds of imaginative technique, they are:

a) Escape

Escape technique is also commercial technique. They mainly used to entrain, to help the readers "escape" from the problem of life it is usually very easy to read and to understand because the plot is simple and the problem are solved in a way that satisfies the reader. Escape technique is also written in order to help a reader pass the time agreeably and take the readers away from a real world. It enable the reader contemporary to forget their troubles escape technique has its only object pleasure.

b) Interpretative

It is written to broaden deepen and sharpen or awareness of life. It takes us through the imagination creeper into the real word it

unable us understand or troubles interpretative technique has object pleasure plus understanding.

2) Why We Should Imaginative Writing Technique.

In searching for technique would have SMA Negeri 17 Bulukumba student's in learning English. The researcher has come to value imaginative writing technique as a tool to use in English teaching, especially for writing. It is based on my perception that English learner needs interesting materials to read when they are learning.

3. RESEARCH METHOD

In This research was a Classroom Action Research (CAR) were consists of planning, action, observation, and reflection in each cycle. This research holds around two cycles. They were first and second cycle and each cycle was the series activity, which has close relation. Where, the relation of the second cycle was continuing and re-correcting from the first cycle. This classroom action research was done at SMA Negeri 17 Bulukumba in the class in 2014/2015 academic year.

4. FINDINGS

The students' writing content through Imaginative technique has been improved. It is proven by the writing test in cycle 1 and cycle 2. It indicated the difference between score in the data source, cycle 1 and cycle 2 shown as the following table:

Table 1: The Students' Writing of Organization

Indicators	Organization			Improvement (%)	
	D-Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	50	63.16	78.16	13.16	15

The table above indicates that there is improvement of the students' mean score of organization from D-Test to cycle I and cycle

II, where the result of D-Test students' mean score in organization is 50 after evaluation in cycle I it becomes 63.16 so the improvement from D-Test to cycle I is 13.16%.

The research findings from the table above, indicates that there is improvement of the students' score in organization from cycle I to cycle II, where in cycle I the improvement of students' score is 13.16%. After analyzing the difficulties that the students imaginative writing technique and repaired the weakness in cycle I then applying imaginative writing technique and then giving them evaluation in the end of cycle II the improvement of the students' mean score is 78.16

Table 2: The Students' Improvement in Writing

Indicators	The Result of Students' Writing Organization and Content			Improvement (%)	
	D-Test	Cycle I	Cycle II	D-test to CI	CI to CII
Mean score	41	42.83	68.16	1.83	25.33

The table 2 above shows the mean score and improvement of the students' organization and content. The result of students' mean score in D-test is 41 Then in cycle I is 42.82 and the students' improvement in organization and content result from the D-test to cycle I is 1.83%.

The research findings from the table above, indicates that there is improvement of the students' score in organization and content from D-Test to cycle II, where in cycle I the improvement of students' score is 1.83%, after implementing imaginative technique and giving evaluation in the end of cycle II the improvement of the students' mean score is 25.33%.

Based on the data analysis the students' score in writing organization are got from the result of the test in cycle I and cycle II in the following table and graphic is presented:

Table 3: The Students' Tabulation of Unity of Organization

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	90-100				
Very Good	80-89	1	3	3.33%	10%
Good	70-79	7	19	23.33%	63.33%
Fair	60-69	22	8	73.33%	26.66%
Poor	0-59				
Total		30	30	100%	100%

The table 3 above shows that in cycle I there is no student get excellent, 1 student (3.33%) very good, there are 7 students (23.33%) get good, there are 22 students (73.33%) get fair. While in cycle II there is no student get fair and get poor, there are 3 students (10%) get Excellent, there are 19 student (63.33%) gets very good, there are 8 student(26.66%) get good.

5. CONCLUSION

Based on the finding in the previous chapter The researcher Put forward the following conclusion

a. There was a significant the technique writing imagination to improve the writing skill of student SMA negeri 17 Bulukumba

b. The use writing imaginative in teaching wring in classroom to postive skill to student of SMA Negeri 17 Bulukumba

6. BIBLIOGRAPHY

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