# Dot Voting Technique to Improve Narrative Text Writing Skill of the Eighth Graders

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**Abstract:** Writing used to express and to communicate some ideas. The score of students' narrative writing skill of eighth graders of one state junior high school in Semarang is under of minimum criteria. The English standard minimum score is 75. Objectives of this research are to know how great Dot Voting technique can improve students' eighth graders learning motivation in class and to know how high Dot Voting technique increasement of students' narrative writing skill at the eighth graders of one state junior high school in Semarang. Classroom action research is the research type. The research was conducted in class VIII D of one state junior high school in Semarang. This research used non-test and test instruments to collect the data. The non-test instruments are observation sheet and documentation. The writer used quantitative data in analyzing the data. In first cycle and second cycle, the students have better enthusiasm and participation to follow the activities. At pre-cycle test, their writing average score reached 65.74. In first cycle test when the writer applied the action the students' writing average score is 74.87 or improves 9.13. In second cycle test, their writing average score reaches 82.09. It means that it improves 7.22 from the first cycle. In second cycle indicates that the teaching process is successful. Based on the result, firstly, to English teachers to use interesting teaching technique in teaching especially in writing skill is Dot Voting technique. Secondly, to students to enrich their narrative text writing skill by using Dot Voting.

*Keyword: Dot Voting, Writing Skill, Narrative Text, Classroom Action Research*

## INTRODUCTION

Based on the research that was conducted by the writer when doing Program Praktek Lapangan (PPL), and the result of observation in VIII D class of one state junior high school in Semarang. The writer found that the students' writing skill was very low, it can be seen from pre-test that given by the writer. Then the other problems are the students get anxiety and difficulties to express their idea. The students have limit vocabularies, so they need a long time to think and run out of time for write. The students are afraid to start writing and have difficulties in choosing the appropriate words. The students want the teacher give instruction in Indonesian at the learning English.

Another reason the writer conducted the research of using Dot Voting to increase narrative writing text is enrich the previous research. Safrizal (2015) who conduct research entitle, Using Word Mapping Technique to Improve the Student's Speaking Ability on Hortatory Exposition Text of the Eleventh Graders at SMA N 3 Merbau. English Language Education Department Faculty of Teacher's Training and Education Riau University. The writer discovered that this past research and it was parallels include the use of technique, the use of Classroom Action Research (CAR), and the issue that the average score is below the required minimum. The pre-test, post-test, observation sheets, and taking notes are the methods used to get the data. This classroom action research sought to determine whether the Word Mapping technique in brainstorming may enhance the speaking abilities of the students in grade XI Science Class 1 of SMAN 3 Merbau on the Hortatory Exposition Text.

Writing is a form of communication that involves the creation of written text, which can be used to convey ideas, thoughts, opinions, and information to a reader. According to Nunan (2003:88 Writing is both a physical and a cerebral act at the most fundamental level. Writing, on the other hand, is the cerebral process of creating ideas. Considering the best way to explain them and grouping them into sentences and paragraphs that the reader will understand. The author imagines, plans, drafts, edits, and

reads as well as produces the work. The end result is an essay, letter, tale, or research report that the audience, whether it be an instructor or a larger audience, sees as the writing process is frequently cyclical and occasionally disordered. In addition, Purba (2018) stated that one of the language skills that one should possess when studying a language is writing. Also, writing is a conscious activity for which one must have the will to accomplish it. It presents some information that the reader will find informative. Writing is a technique of communication in which students express ideas and opinions in written form. Overall, writing is a powerful tool for communication and self-expression, and can be used to create meaningful connections with others and to share ideas and perspectives across time and space.

The narrative is a kind of genre used to amuse, entertain, and deal with actual or imagined events in various ways (Hartono, 2005). The narrative is mostly made up of fictional stories, but it can also be true at times. Fairy tales, fables, mysteries, stories, science fiction, romance, horror, and other forms are genres of narrative (Sulistyo, 2013). Narrative texts typically have a structure, which includes orientation, complication, resolution and reorietation. The plot of narrative text usually involves a main character who faces a challenge or conflict, and must take action to resolve it. Other elements of narrative text may include setting, characterization, dialogue, and themes. Narrative texts can be used to entertain, inform, or educate readers, and can be a powerful tool for exploring complex themes and issues. They can also be used to develop language skills, such as vocabulary, grammar, and reading comprehension.

Dot voting is a method that writing groups of students can use to decide priorities when there are numerous possibilities, according to Thayer (2007: 49). It can be used to decide which project to launch first, where to start when tackling a problem, what our most important core value is, etc. Dot Voting, according to McCawley (2009: 22), is a method of letting students make decisions by voting or ranking ideas. Segar (2015: 256), Dot voting is a flexible and straightforward method for students to vote on the concepts or topics that are significant and ought to be written about first. One dot per vote is distributed to each student in identical sets of one or more colored paper dots. Equal-valued dots are also possible, as are ranked alternatives represented by different-colored dots. Dot voting is a teaching method that can be utilized with students to make group decisions, according to the writer. When students have a variety of possibilities for their narrative writing concepts, their priorities are aided. To vote on ideas, this method uses colored paper dots.

## METHODS

The design of this study was classroom action research. The writer selected CAR since the goal of this study is to enhance the current classroom environment and students' desire for studying. Based on Kemmis and Taggart (Sukarno: 2009) the cycles of CAR are as follows:
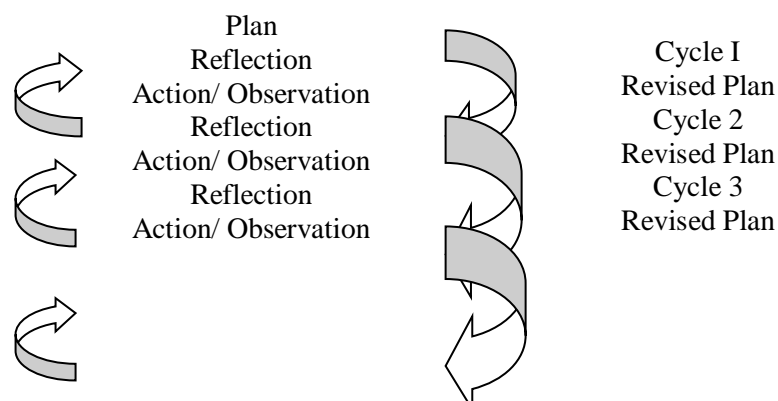


**Figure 1. The Cycles of Classroom Action Research**

The writer of this study has given a writing assessment. To learn about the students' writing abilities in the pre-cycle, the writer additionally conducted observational research and documentation. The writer then used the Dot Voting approach to provide action in cycle I. In order to achieve the anticipated improvement, it was continued through cycle II. There are four phases in each cycle: planning, doing, watching, and reflecting.

The eighth graders in class VIII D 1 at one state junior high school in Semarang served as the subjects of this study. There are 32 students, with 15 males and 17 females among them. According to the writer's observations, the students' writing abilities in English writing. Their performance on the daily test and the final English test makes it very evident. Some students received good grades, while others received poor grades. The students' average grade in this class was low. The score was only 65 in narrative writing text. It has yet not reached the minimum achievement standard score of 75.

## FINDINGS AND DISCUSSION

The research, the writer would present results before and after conducting research. The writer conducted this research to increase narrative writing skill using Dot Voting technique in VIII D class of one state junior high school in Semarang. This research was conducted in two cycles.

In October until December 2022 the writer conducted PPL which is program by the university for filed practice to schools in order to give students an idea of the factual filed conditions. In PPL program, students would be placed in around the university. During PPL, the writer experienced offline learning. The problems were found during offline learning when the writer in the class. After observing in class VIII D, the writer found that the students had poor vocabulary so they had difficulty in narrative writing skill. A pre-test ensure the truth of the problems experienced by the students of class VIII D was given.

Pre-test, observation sheet, and documentation were employed in Pre-Cycle by the writer. According to the observation sheet, 67.73% of the students are motivated to learn how to write narrative text. Also, while some students are aware of how to produce a narrative text, others are still unsure. The observation in pre-cycle demonstrates that students lack motivation for learning. The pre-cycle test's average score is 65.74, which falls into the fair category.

### *Cycle I*

### *Planning*

This section, the writer did some preparation such as making lesson plan, preparing equipment in learning activity, and preparing observation checklist.

### *Action*

This action was adapted from the lesson plan. The action in cycle I consist of pre-activity, main activity and post activity. Pre-activity: greeting; calling the roll; the writer gave description to the students concerning the material that has been given; warming up. Main Activity: the writer used Dot Voting technique in teaching writing to know students' writing ability improvement. The steps as follows: Exploration: By posing a question regarding the subject, the writers examined how well the students understood narrative texts; the writer introduced about the technique and explain how to use it. Elaboration: The writer provided a thorough explanation of narrative text, focusing on its language features and general organization.; the writer divided the class in group consist of 4 persons based on their interest; the writer gave the students topic; the writer listed some options or ideas; the writer gave the students a sticky dot; the students worked in group to discuss what the first will be dot and dot the important thing like what the writer explained; the writer guided the students to apply Dot Voting

technique in learning activity; The students use the Dot Voting technique to produce a narrative text based on the traits; the writer observed the students activity in applying Dot Voting technique. Confirmation: The writer inquired about the students' level of difficulty and provided feedback based on the materials for the students. Post Activity: the writer analyzed the students' text; the writer corrected students' text mistake; the writer gave some suggestion to the students.

*Observation*

Using an observation sheet, the writer tracked the students' participation in a learning exercise. In addition, the writer shot pictures as she was learning. The observation's findings were included into subsequent of cycle II learning activities.

*Reflection*

At this phase, the writer has evaluated the outcomes of the observation sheet, writing exam, and every cycle I stage at this point. Cycle II learning has been improved and strategy changed as a result of cycle I reflection. The average result in Cycle I test is 74.87, which is in the good range. Based on the aforementioned findings, the writer used the dot voting technique when teaching, and each improvement in the students' behavior was met with higher enthusiasm and participation in the learning process. Students that can create narrative text are more numerous as well. Observations from Cycle I demonstrate the effectiveness of the dot voting method in the teaching and learning process.

## Cycle II

*Planning*

In this stage, the lesson plan developed by the writer will fix weaknesses of cycle I. The topic of lesson plan has been changed from cycle I by the writer. The writer was ready for review. Test and observation were conducted.

*Action*

In this cycle, the writer has given different treatment from cycle I. This activity was the improvement of this previous cycle, but the procedure in this activity was similar. The writer has reviewed what they learned in the cycle I, before conducting the lesson. The writer has given the students different topic to write narrative with Dot Voting technique. The writer has given the students some vocabularies and grammatical rules that used in narrative text.
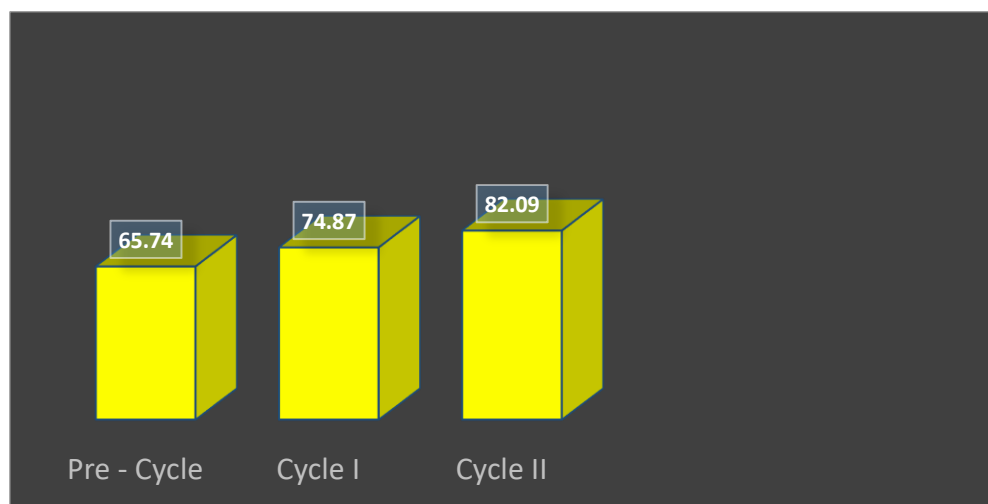
*Observation*

Using an observation sheet, the writer watched the students' learning activities and took pictures. During the teaching and learning process, the students' behavior used to be observed.

*Reflection*

This stage the writer has been reflecting all the activities to know whether the treatment show had better result or not here the writer has been able to know whether Dot Voting technique is able to improve students' activeness in teaching-learning process or not. The writer used a post-test, an observation sheet, and documentation for Cycle II. The average score for this cycle is 82.09, which falls into the good category. The students were encouraged to participate in the teaching and learning process of the English writing class based on the results of cycle II. The information was clear to the students, as were the steps for using this method. More over 75% of the students in class VIII D achieve the required minimum score, which is why the cycle was ended.

**Table 1.** The Result of Narrative Text Writing Test in All Cycles

| Assessment Aspect | Mean of Score | | | Improvement | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Pre-Cycle | Cycle I | Cycle II | Pre-Cycle –Cycle I | Cycle I – Cycle II | Pre-Cycle – Cycle II |
| Writing | 65.74 | 74.87 | 82.09 | 9.13 | 7.22 | 16.35 |



**Figure 2. Diagram The Result of Writing Test in All Cycles**

Furthermore, the writer provided better responses in the second cycle compared to the first cycle, according to the findings of the checklist observations conducted during the research. According to the cycle one observations, there were still a lot of activities that did not go well, such as students who were unconcerned and continued to talk during the learning process. Cycle Two demonstrated that all activities were successfully completed. The study indicated that the cycle's behaviors increased students' attention spans and levels of enthusiasm for their lessons. This indicates that cycle two's student participation is higher than cycle one.

## CONCLUSION

Based on the findings of this study, the writer, who examined the data from Pre-Cycle, Cycle I, and Cycle II, is able to draw the conclusion that the use of the Dot Voting technique can enhance eighth-graders at one state junior high school in Semarang's learning motivation when writing narrative texts. The writer in pre-cycle came to the conclusion that students' enthusiasm to learn in narrative writing classes was still poor. The results of the students' pre-cycle observation score show that it is 67.73%. The students' observation score is 85.15%, indicating an increase in learning desire since cycle I. The students' engagement and motivation to use the Dot Voting technique improved in cycle II. The students' observation score is 94.19%, and more than 75% of the students are driven and enthusiastic about their studies, as can be observed through their results. The eighth grade students at one state junior high school in Semarang who are taught utilizing the Dot Voting technique have significantly improved their ability to write narrative texts. It was evident from the post-outcome. Pre-cycle of test scores are generally 65.74. By the conclusion of cycle II following the treatment, it rises to 82.09. It indicates a 16.35 percent gain. Every student has improved, and the class as a whole has achieved the target in more than 75% of the cases.

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