# ICARE LEARNING STRATEGY TO IMPROVE THE WRITING ABILITY OF THE STUDENTS AT FISHERY AGRIBUSINES DEPARTMENT

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## ABSTRACT

The aim of this research was to find out the impact of the implementation of ICARE learning steps in improving the students' writing ability at fishery agribusiness department of SMKN 7 Pinrang. This research applied quasi experimental design with non equivalent control group design. The total number of sample were 59 students in which class X AP1 consist of 29 students and class X AP2 consist of 30 students. The instrument used in this research was writing descriptive teks. The data was collected through pre-test and post test. The result of the data analysis showed that the writing ability of the students improved. Despite the students' writing ability in control class also improve, but the improvement is not as significant as in experimental class. Therefore, the result of this research showed that ICARE learning strategy can be an alternative way to solve the problem in the classroom, especially for writing skills.

**Keywords:** Descriptive Teks, ICARE, Learning Strategy, Writing

## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui dampak penerapan langkah-langkah pembelajaran ICARE dalam meningkatkan kemampuan menulis siswa di Jurusan Agribisnis Perikanan SMKN 7 Pinrang. Penelitian ini menggunakan desain eksperimen semu dengan desain kelompok kontrol non ekuivalen. Jumlah sampel sebanyak 59 siswa dimana kelas X AP1 terdiri dari 29 siswa dan kelas X AP2 terdiri dari 30 siswa. Instrumen yang digunakan dalam penelitian ini adalah menulis teks deskriptif. Pengumpulan data dilakukan melalui pre-test dan post test. Hasil analisis data menunjukkan bahwa kemampuan menulis siswa meningkat. Meskipun kemampuan menulis siswa di kelas kontrol juga meningkat, namun peningkatannya tidak signifikan seperti di kelas eksperimen. Oleh karena itu, hasil penelitian ini menunjukkan bahwa strategi pembelajaran ICARE dapat menjadi salah satu alternatif pemecahan masalah di kelas, khususnya untuk keterampilan menulis.

**Kata Kunci: ICARE, Menulis, Strategi Pembelajaran, Teks Deskriptif**

**Introduction**

Writing is educated as one of four language abilities in English and it is one movement that the understudies do most in their examination  (Inayah & Putri Nanda, 2016).Writing tasks, the students can communicate their thoughts, respon to different thoughts, recount stories, pass on data and they are relied upon to have the option to make efficient composition. writing abilities additionally as a pass to better school grades and more prominent scholarly accomplishment.

On the other hand, many students have difficulty when they write, they do not have an idea, how to start and what theme they should choose. additionally, boring subjects and monotonous strategies in learning writing. To breakthrough the problem, English teachers have to be more creative in choosing the materials and techniques which can make the writing class more interesting, exciting and enjoyable. It can be done by choosing an appropriate material and technique tha students like based on students' level background of knowledge. Lang (2016) said that there is no answer to the question how to teach writing in ESL classes. There are as many answers as there are teachers and teaching styles, or learners and learning styles. As teachers have to know how they think writing is learned. They have developed a variety of approach to the teaching of writing.

There are so many students get difficulties in make good sentences in writing. Therefore the teacher must have some strategy to teach in writing English, teachers must create a good atmosphere in their classroom. Some researchers conducted their research about teaching writing in the classroom, such as a research conducted by Baird (2010) entitled*"Making College Writing Fun for ESL and EFL Learner Using Kamishibai"*. He concludes that students do not make introductions in the wake of writing a draft as is regular in school. At the point when students adjust the Japanese conventional narrating technique, kamishibai, they create layouts of their paper, make oral introductions to a real crowd of their companions, and request criticism before they work out proper unfinished versions. The two students and instructor profit by utilizing the kamishibai as a methodology for getting sorted out and introducing a paper since it requires low innovation, scarcely any materials, and is promptly versatile for a wide range of writing. Likewise, it gives a protected setting important to students to mollify their feelings of dread and address genuine crowd.

Meanwhile, Lee (2004) on his research concludes that the teacher implement tree diagram consistently in her class and during feedback seminar. Students saw that tree chart could really assist them with diagnosing their own written and critically improve their evaluations. These part stimulated students apply tree diagram to plan their writing too. Futhermore, students planning their ideas by tree diagram to be more efficient as it was easy to write when all ideas were already laid out in the diagram. The ideas could be easily toggled around and edited if in the process of writing, they discovered more interesting ideas to write about.

Locally, Herlina (2013) in her research entitled "*Developing the Students' Prewriting Activities Through Think-Pair-Share Technique to Improve the Writing Skill of the Students at SMA Negeri 1 Barru"*.In her research, she concludes that Think-Pair-Share technique as prewriting activities can improve the students' writing skill because the students can arrange the sentence into a good essay easily. It throws that through Think-Pair-share technique in teaching writing, the students' achievement in writing exposition essay getting improvement as a result, it means that there is significant difference between the students who were taught by using Think-Pair-Share technique. Beside, Kamariah (2010) reports her research entitled "Using Videos as Original Material *to Improve Writing Ability of Students in SMA Negeri 2 Sunguminasa, Gowa"*. She found that using video as authentic material improved students' writing skills. The students were used video as authentic material and those who are new to using conventional material has a significant difference.

Based on the previous studies,the researcher indicates that there were some similiar and difference object of the research, not only English students, writing ability focuses, other strategy to improve the students ability. The facts above become the fundamental speculations for the researcher to explore the utilization of ICARE learning steps to improve writing capacity of students in SMKN 7 PINRANG.

The learning model that introduce by USAID used by the researcher for this part. USAID works with the Indonesian government, local leaders, academia, the private sector, civil society and development partners to help Indonesia realize its national developments goals and emerge as a stronger partner in addressing fundamental global challenges. The close bilateral relationship is reflected in the U.S-Indonesia comprehensive partnership signed in 2010 deepen ties between the two nations. The learning model has known as ICARE learning steps is one of the outlines activites carried out in the learning training (Dwijayani, 2017). It is implemented by USAID PRIORITAS which can be modified to be

an option for the smooth of the learning process in the classroom. In this research the researcher used ICARE to increase the writing skill of the students of SMKN 7 PINRANG After a discussion with the headmaster and the researcher, the researcher conduct research in SMKN 7 PINRANG which can apply ICARE learning steps in his research in the classroom that are expected to increase writing ability of students.

**Method**

The sample of this research was the tenth grade students of Budidaya Perikanan Department of SMK Negeri 7 PINRANG. The choosen classes are X BP2 for experimental group (29 students) beside X BP1 become control group (30 students). The instrument of the research was writing descriptive teks. The test given in two sections which are pre-test and post-test. In the pre-test and post-test, students choose one of three topics and write their ideas (composition) based on the topic given not more than 150 words. The students' writing was analyzed using writing rubrics which consist of content, organization, mechanics, vocabulary choice and language.

**Results and Discussion**

The results of the research in pre-test showed that the students' writing score in pre-test is dominated by low classification, whether in class experimental or control. In both classes, there is just one student who is classified into fair classification; the rest is in low classification. It indicates that writing skill of the students is still low and need to be developed. The data can be shown in table 1.

Table 1. The result of frequency and percentage score in pre-test

| No | Classification | Scores | Experimental Class | | Control Class | |
|---|---|---|---|---|---|---|
| | | | F | P (%) | F | P (%) |
| 1 | Very Good | 86 – 100 | — | — | — | — |
| 2 | Good | 71 – 85 | — | — | — | — |
| 3 | Fair | 56 – 70 | 1 | 3.45 | 1 | 3.33 |
| 4 | Low | ≤55 | 28 | 96.55 | 29 | 96.67 |
| Total | | | 29 | 100 | 30 | 100 |

Moreover, it also found that the rate percentages in experimental class were better than the rate percentages in control class. In experimental class, 3 students (10.34%) are classified into very good classification, 7 students (24.14%) get fair classification and 19 students (65.52%) are classified into good classification. Meanwhile in control class 8 students (26.67%) get low classification, 10 students (33.33%) are classified into good classification, and 12 students (40%) get fair classification. It indicates that the students' writing ability in post-test shows improvement than pre-test session. For brief, the data can be shown in table 2.

Table 4.2: the precentage and frequency value of the post-test

| No | Classification | Scores | Experimental Class | | Control Class | |
|---|---|---|---|---|---|---|
| | | | F | P (%) | F | P (%) |
| 1 | Very Good | 86 – 100 | 3 | 10.34 | — | — |
| 2 | Good | 71 – 85 | 19 | 65.52 | 10 | 33.33 |
| 3 | Fair | 56 – 70 | 7 | 24.14 | 12 | 40 |
| 4 | Low | ≤55 | — | — | 8 | 26.67 |
| Total | | | 29 | 100 | 30 | 100 |

Additionally, it also found that the mean score of students in experimental class before giving the treatment is different with students in control class. However, both classes get low achievement. It conclude that their writing ability still needs to be improved by giving the treatment. On the contrary, after giving treatment, the average in experimental class has reached the minimum achievement criteria is 75. It concludes that the implementation ICARE can improve the students' writing significantly. Besides, The t-test value of the students' pre-test (1.86) is lower than t-table value, it is concluded that there is no significant difference between the two mean scores. Meanwhile, the t-test value of the students' post-test (4.1) is higherthan t-table value, it is concluded that there is significant difference between two mean scores.

Considering the gained data, the writing ability of students which is taught by using ICARE as learning strategy is better than students which is taught by using three-phase

technique. It was proved by the t-test value of the students' pre-test (1.86) is lower than t-table value. Meanwhile, the t-test value of the students' post-test (4.1) is higher than t-table value. It means that the use of ICARE as learning strategy can improve the students' writing ability. From the steps of teaching ICARE to the students they can see more ways of structuring descriptive text and they know more about new vocabulary. After they compile the text, they discuss with each other and can ask again the teacher about the difficulties of the text. The researcher found that the use of ICARE can improve the students' writing ability in teaching writing can improve students' ability, especially for descriptive text.

The researcher created a solution for solving the student problems above to develop the students writing through ICARE as a treatment. Beside the previous researches (Lee, 2004) developed writing use tree diagram consistently in her instructing and furthermore during criticism meeting. He additionally found that arranging their thoughts utilizing tree diagram assisted them with being more effective as it was not difficult to compose when all thoughts were spread out in the chart. Furthermore, (Herlina, 2013), in her research concludes that Think-Pair-Share technique as prewriting activities can increase writing of the students' because they can arrange the sentence into a good essay easily. It throws that through Think-Pair-share technique in teaching writing, the students' achievement in writing exposition essay getting improvement as a result, it is significant contrast between the students who were taught by using Think-Pair-Share technique. It means that this research has same subject research, it is writing and the difference is the previous research not use ICARE for developing the students writing ability.

**Conclusion**

Using ICARE in teaching writing, especially descriptive text is an effective way to improve students' writing ability, especially for tenth year student agribusiness department of smkn 7 pinrang. It was proved by the t-test value of the students' pre-test (1.86) is lower than t-table value. Meanwhile, the t-test value of the students' post-test (4.1) is higher than t-table value. It means that the use of ICARE as learning strategy can improve the students' writing ability. ICARE Learning Step is appropriate tools to make the students more interested than three phase technique in teaching and learning writing. The strategy very usefull to increased the students writing ability although for the class taught three phase technique still heterogeneous.

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