

English Writing Training in Grade VII of Kartika Junior High School, Pematangsiantar

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Abstract. Kartika 1-4 Private Junior High School is a private junior high school located in Pematangsiantar City, specifically at Jalan Kartini No. 8, West Siantar District. Improving English language skills for seventh-grade students is an urgent need, making English language training crucial for educational practitioners at the school. This training can help students. The community service team's interest in the existing problem prompted them to organize an English training program, specifically writing skills. This shows that the team has a strong motivation to overcome the problem, especially writing skills in English. This training is designed to improve writing skills, which are important in various contexts such as academic, professional, or global communication. The focus on writing skills indicates a specific need that the community service team wants to meet. This training emphasizes the ability to express ideas and thoughts clearly and effectively through writing, not just copying words or sentences. The purpose of the training that has been implemented is to improve students' ability in writing in English, so that they can express ideas and information more effectively and clearly, especially when they want to write a sentence and form a paragraph correctly. The Community Service Activity was held for 32 seventh-grade students of Kartika Middle School located in Pematangsiantar. Students were enthusiastic about participating in this training activity. In addition, the seventh-grade students of Kartika Middle School also have more confidence in writing.

Keywords: English Language, Training, Writing Skills

1 Introduction

Educational reform is a conscious effort undertaken by those involved as implementers, observers, and developers of education to transform their ideas and concepts for the better, so that the learning process can run effectively and efficiently. Pedagogical reform involves changing teaching methods to improve learning, often shifting from teacher-centered to learner-centered approaches. Teaching method must support an approach that integrates the four language skills (listening, speaking, reading, and writing) in an integrated manner, while writing competence is understood as one aspect that is interrelated with other language skills. Teaching methods that were effective in the past may no longer be relevant to current conditions. Pedagogical reform allows for the adaptation of new, more appropriate techniques, such as the use of technology or active learning methods. This step is taken to capture the attention of learners, so that the goals of teaching and learning activities are achieved [1]–[3].

The teaching and learning process is an activity carried out by teachers by involving students as the object. The teaching and learning process can be defined as an interactive process in the form of communication carried out to achieve the goal of learning, namely success [4]. One of the important goals of learning is to produce individuals who can convey their ideas, both orally and in writing, with good structure and logic. This ability is closely linked to language skills.

English plays a crucial role as an international language widely used in various aspects of life. English is the most widely used language in international communication, making it a crucial tool for building relationships and understanding between nations. English is the primary means of communication in international meetings, business, and diplomatic relations due to its status as a universal language understood by many people in various countries. English language learning plays a vital role for students as it provides them with useful skills for their

academic, social, and professional lives. Many books, scientific journals, and other learning resources are available in English..

According to the Minister of Education and Culture Regulation No. 24 of 2016 there are four aspects of language skills, namely speaking, listening, reading and writing [5]. Although these four components are equally important, most students struggle with writing skills. Writing in English for junior high school students is crucial for: developing critical thinking skills, expanding access to information and knowledge, building a foundation for future education and careers, and increasing competitiveness in the era of globalization. Writing skills also help students communicate and express ideas effectively, which is fundamental to success in various fields.

English writing training at the junior high school level is crucial because it builds a strong foundation for written communication, helps students develop critical and creative thinking skills, and prepares them for higher education and global challenges. Writing in a foreign language also makes students more sensitive to the nuances of different languages and cultures. Furthermore, writing training will improve students' skills in creating and expressing their ideas and thoughts in writing.

Writing skills are skills that must be mastered by students because they are related to the complete ability to organize ideas, namely orally and in writing [5]. Many experts have formulated a definition of writing. Writing skills are the ability to convey ideas, opinions, and feelings to others [6]–[9]. In writing down these ideas, accuracy is required in the language used, diction and other grammatical aspects. Meanwhile, [10] stated that writing cannot be considered merely a motor activity, but also a mental activity, because writing is a medium for conveying what the writer feels. But, there are some external factors that can cause students to experience difficulties in writing include parents' lack of interest in their children and an environment that is less than supportive. Through this community service activity, it is hoped that students will be able to write English well according to grammatical rules.

2 Method

This Community Service Program will be implemented at Kartika 1-4 private junior high schools in Pematangsiantar. The target group for this Community Service Program, through the Community Partnership Program, is 32 seventh-grade students of Kartika 1-4 private junior high schools in Pematangsiantar. The Community Service Program (PKM) activities will be held on May 26, 27, and 28, 2025.

The methods used for the English writing training in the PKM activities include a combination of material presentation (lecture/counselling), discussion, and practice/exercises. For more details, see the following figure.

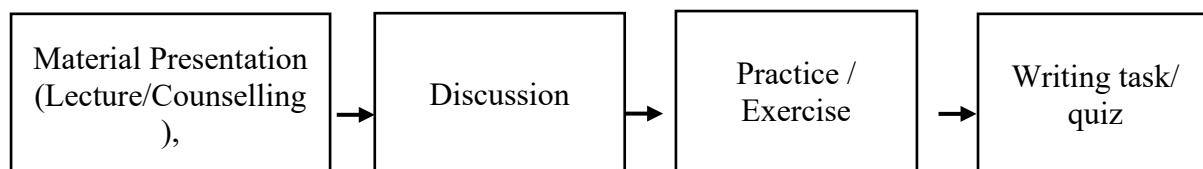


Figure 1. The Diagram of Activity

- a. Material Presentation (Lecture/Counseling): Provides general and theoretical information about English writing techniques, grammar, and vocabulary.
- b. Discussion: Facilitates interaction between participants and facilitators to exchange ideas and overcome obstacles.
- c. Practice: practice and exercise exercises guide students to design arguments.
- d. Writing task / quiz : Students work on specific writing assignments from the teacher

3 Results and Discussion

The main target of this community service activity is seventh-grade students of Kartika Private Junior High School, Pematangsiantar. This activity consists of three stages: material presentation (lecture/exam), discussion, and practice.

- a. Material Presentation

In this case, the community service team provides several materials related to the activity's objectives. Some of the materials explained include English grammar and vocabulary. There are several points in grammar and vocabulary.

1. Grammar

- a) Explanation of grammatical rules, such as sentence structure (Subject-Verb-Object), tense usage, and types of parts of speech (nouns, verbs, adjectives, etc.).
- b) Examples of correct usage to illustrate the concepts taught.

2. Vocabulary

- a) The importance of building a strong vocabulary for language fluency.
- b) Effective strategies for increasing vocabulary, such as extensive reading, noting new words, using a dictionary and thesaurus, and watching movies or TV programs.
- c) Methods for consistently memorizing and remembering new vocabulary.



Figure 2. Material Presentation

b. Discussion

After the presentation, the community service team opened a discussion space for participants. The community service team facilitated interaction in the discussion, aiming to create a safe space for participants to exchange ideas and solve problems together actively. The facilitator acted as an impartial guide, creating a comfortable environment, and ensuring all participants participated and that the topic remained focused. Students who still didn't understand the material could ask questions directly to the community service team. Students who didn't understand the material could ask questions to the community service team. An effective way to ask questions is to be specific, for example, asking about the most difficult parts, topics that piqued curiosity, or how the material relates to everyday life. Students who didn't understand the material were strongly encouraged to ask questions. This provided an opportunity to clarify difficult concepts, receive additional explanations, and ensure better understanding.



Figure 3. Discussion

c. Practice / Exercises

Writing practices, such as composing paragraphs, are ways to apply the theory learned through direct writing assignments. Through practice, theories about grammar, structure, and expression of ideas can be realized, and writing skills can be gradually improved. This practice involves concrete activities such as writing down emerging ideas, a daily writing routine, and learning to summarize, all of which help develop productive and expressive communication skills. In this study, students focused on writing sentences using the present and past tenses. It is hoped that students will be able to understand the differences in the use of present and past tense sentences. For example, in the use of "to be" (to be) and the using of different verb in present tense and past tense.

Table 1. Tobe in Present and Past Tense

Subject pronoun	Present tense	Past tense
I	Am	Was
You	Are	were
She	Is	Was
He	Is	Was
It	Is	Was
We	Are	were
You	Are	were
They	Are	were

Table 2. of different verb in present tense and past tense.

Present tense	Past tense
Write	Wrote
Drink	Drank
Talk	Talked
Want	Wanted
Teach	Taught



Figure 4. Practice

d. Writing Task / Quiz

After the Community Service activity, a quiz was conducted to evaluate participants' understanding, measure the extent to which the material had been absorbed, and identify those who had mastered the material that had been presented. This quiz also served to provide feedback to the Community Service implementers regarding the effectiveness of the material delivery. The quiz aimed to measure how well participants understood the material that had been given during the PKM activity. With the quiz,

implementers could find out which participants had understood in depth and which still needed further explanation. The results of the quiz provided valuable information for implementers regarding the effectiveness of their material and delivery methods, so that improvements could be made in the future. Then Community service providers give prizes to participants who are able to answer the quiz.



Figure 5. Giving Prizes



Figure 6. Community service activity

4 Conclusion

The overall results were quite good. Of the 32 students in the class, 24 were able to construct present and past tense sentences and correctly differentiate between present and past tense without guidance. Others still needed guidance. Some still couldn't differentiate between verb tenses in present and past tense sentences, possibly due to grammatical difficulties. However, the teacher was able to use these errors as a resource for evaluation and re-teaching. Therefore, it is hoped that this will be a positive stimulus for each student to write good English sentences and analyze the sentence structure of the sentences they write or read. By having writing training activities, students' motivation can be increased because it provides a more enjoyable learning experience, trains skills, and builds their confidence to express themselves through writing.

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