

**TEACHING WRITING BY USING *RADAR (REPLACE, ADD, DELETE AND REORDER)* STRATEGY AT EIGHTH GRADER OF JUNIOR HIGH SCHOOL STUDENT**

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**ABSTRACT**

The purpose of this research is to find out whether teaching writing by using the RADAR (Replace, Add, Delete and Reorder) strategy is effective for students or not. The research population was class VIII students at SMPN 7 Payakumbuh consisting of five classes with the total is 105 students. There are two classes as samples, VIII-2 as the experimental class and class VIII-4 as the control class. The sample uses cluster sampling in selecting samples. The research instrument was a writing test. This instrument applies because the material is based on the curriculum or syllabus. Then, this instrument will be reliable because it will use inter-rater reliability. To analyze the post-test scores of both the experimental class and the control class, the researcher will use the T-test formula. After analyzing the data, it was found that the average value of the experimental class was higher than the average the mean score of the control class ( $60.13 > 53.7$ ). t-count result is higher than t table ( $3.12 > 2.042$ ). This means that there is a significant influence from teaching writing using the RADAR strategy to the eighth graders of SMPN 7 Payakumbuh in the 2016/2017 Academic Year. It is recommended for English teachers to apply the RADAR Strategy in teaching writing.

Keywords: RADAR (Replace, Add, Delete and Reorder) Strategy, Teaching Writing

**INTRODUCTION**

Writing is one of the skills beside reading, listening and speaking which is important to learn in English teaching and learning process. According to Nunan (2003: 88) states that writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. That means, writing is substantial act of committing ideas to some intermediate.

Teaching writing is one of teachers' activities which can help students used English language in expressing idea, concept and feeling written to write what the students want to write. According to Linse (2005:99) teaching writing is must consider to separate areas of development. First, do your students have the fine motor or physical skills necessary to hold a pencil firmly in their hands and form letters on the paper. Second, do they have the cognitive skills necessary to formulate ideas and write them onto paper.

Based on the researcher experience during practice teaching in SMPN 7 Payakumbuh, the researcher found some problems in teaching writing, First, the problems from the students. Students do not have motivation in writing, Second, the problem in teaching writing is the teachers do not bring the students into the real situation in teaching writing, Third, the teacher do not use variants technique in teaching writing. In teaching writing sometime the teacher uses the same technique several material in teaching writing.

In this research, the researcher introduces one strategy that can be used for writing activity. The new strategy is *RADAR (Replace, Add, Delete and Reorder) Strategy*. The researcher takes some theories of the experts about the definition of *RADAR (Replace, Add, Delete and Reorder) Strategy*.

*RADAR* strategy is strategy that helps students to better understand the process of writing and to be able to revise a first draft piece of writing. According to Gallagher (2011:206) Radar Strategy is an acronym for the four revision steps : replacing, adding, deleting, and reordering. To help my students understand these four areas of revision. It means In revising the write step we must understand that replace, add, delete and reorder. In addition, Gawron (2016:22) Radar strategy is an it continues to be a challenge to advise students in how to give revision advice. So, Strategy helps students in revising the results of their writing. Students can revise their writing results using radar draft strategy.

There are some procedures of *RADAR (Replace, Add, Delete and Reorder) Strategy* in teaching writing. According to Tovani (2009:115) *RADAR Strategy* has

several procedures, they are: 1) Replace :replace the words too much or excessive, replace the words that correspond with the sentence and replace the words too much or excessive, replace the words that correspond with the sentence; 2) Add :add new information to clarify the meaning and ideas; 3) Delete :remove repetition of words, removing information that is not important or not needed and remove part of the word that may be included in other sections, 4) Re-order :recast the existing sentence so that it becomes a logical sentence.

Based on the procedure of teaching writing by using RADAR Strategy above. The researcher use all procedures to deliver in teaching learning process which each procedure used for two times meeting. The researcher use all procedures because to avoid the boredom of the student in learning activity. Besides that, all procedures here easily applicable in teaching learning process.

## RESEARCH METHOD

This research was an experimental research. Experimental research is the only type of research that can test hypotheses to establish cause-effect relationship. In this research, the researcher used the post-test only control group design. The population of this research was the eighth graders of SMP N 7 Payakumbuh in 2016/2017 academic year. There were five classes at the eighth grader students with total population was 105 students.

**Table 1**  
**Population of the Study**

<b>Class</b>	<b>Number of Students</b>	<b>Average</b>
VIII-1	20	76,6
VIII-2	21	76,3
VIII-3	21	75,76
VIII-4	21	76,09
VIII-5	22	75,22
N =105		379,97

The researcher used cluster random sampling technique to choose the sample. The experimental class (VIII-2) was bought by using RADAR Strategy and the

control class (VIII-4) was taught by using Conventional strategy and the researcher taught both class for 8 meeting. The instrumentations of this research was writing test. The instrument was content validity. To check reliability of the inter rater reliability. After the researcher did post-test at the end of the study for both of classes, then the post-test analyzed using scoring rubric by Anderson in Hughes (1989). The researcher answered hypothesis used t-test formula suggested by Gay et al (2012:351).

## RESEARCH RESULT

The researcher described about the data description of the research, The researcher had done the research about teaching writing by using RADAR Strategy at eighth graders of SMPN 7 Payakumbuh in 2016/2017 academic year.

### Data Description

**Table 2**  
**The result of the Students' Post Test Calculation**

	<b>Experiment Class</b>	<b>Control Class</b>
<b>Total Score</b>	1082.5	912.7
X	60.13	53.7
N	18	17
SS	419.7	824.1
<b>t-count</b>	3.12	
<b>t-table</b>	2.042	
<b>Level of significance</b>	0.05	
<b>(a)</b>		
<b>Df</b>	33	

Based on the table above, it can be explained that the researcher got the data and analyzed them, the researcher found the total score post-test of experimental class was 1082,5 and mean score was 60,13. While, the total score post-test of control class was 912,7.and mean score was 53,7. Then, sum square of experimental class was 419,7. After that, the researcher the researcher found t-calculated was 3,12 and t-table

was 2,042 in significance level 0,05 with degree freedom (df) was 33. So, t-calculated was higher than t-table. It can be said that H1 was accepted. It means there was significant effect of teaching writing by using RADAR Strategy at eighth graders of SMP N 7 Payakumbuh in 2016/2017 Academic Year.

## **DISCUSSION**

As the discussion of this research, the research found that hypothesis answered in this research is H1. It meant that teaching writing by using RADAR strategy was effective to improve the students' skill in writing. It has been proven by the comparing t-count 3.12 and t-table 2.04. It can be concluded that t-count > t-table.

From the discussions about, it can be interpreted that teaching writing by using RADAR Strategy was more effective than teaching writing by using Conventional Strategy. There were some factors influenced the effectiveness of RADAR Strategy in teaching writing.

They were: 1) Students were not confused in writing: In writing students do not get confused because it is guided by step-step on the radar that is easy to understand. So students know and not confused what they will write. Students become easy to understand what they will write. It's supported by Kelly (2011: 204) RADAR strategy begin by discussing revision, which is not to be confused with editing. So, RADAR helps students in writing; and, 2) Writing becomes more structured: Students writing is more structured because every writing has been revised. In the third step of this research that is deleting, ask the students to revised their writing. From punctuation, spelling and grammar so that the writing is better because each step on the radar examines the correct use of punctuation, spelling and learn the grammar according to the text to be written. There are several processes in writing that are prewriting, drafting, revising, editing and publishing. Each writing process is very important for the writing that is made to be more structured and in accordance with the grammar. It's supported by Gawron (2016:22), writing process by exchanging essays to give feedback to one another, However, while many times it's easy for students to recognize spelling and punctuation errors (editing). It continue to

be a challenge to advise students in how to give revisions advice. So, RADAR makes the writing for revision and the writing must get better.

In conclusions, this strategy was more effective in teaching learning process especially in teaching writing and also helps students to develop their skill in writing.

## **CONCLUSION**

Based on the result of the research, RADAR strategy has good result to teach writing. The result was known from the research that has been done at the eighth grader students at SMPN 7 Payakumbuh in 2016/2017 Academic Year. It can be seen from the result of post-test where the mean score of experimental class 60.13. After the score is tested with t-test formula in which the value of t-count 3.12 is higher than the value of t-table 2.042. Then, the H1 is accepted. Based on the explanation above, it can be concluded that there was significant effect of teaching writing by using RADAR strategy in eighth grader students at SMP N 7 Payakumbuh in 2016/2017 Academic Year.

## **SUGGESTIONS**

After finding the result of this research, the researcher would like to offer some suggestions: 1) For the researcher herself, it is expected that to use of model in teaching writing. RADAR (Replace, Add, Delete and Reorder) Strategy can match to the students; 2) For the students, the students have to write a good writing and correct; 3) For the next researchers, it is expected that they can use this research as one of information sources in conducting another research, especially about in writing skill; and, 4) For English teacher, it is expected to use this strategy that can help the students to improve students' more motivation in writing.

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